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ABSTRACT

Forty-nine Iowa high schools enrolling almost 12 percent of the 1974-75 seniors participated in a survey of career and educational goals to discover the postsecondary plans of high school seniors and to lead to improved services to the students. The survey consisted of a 68-item questionnaire, augmented by 20 local questions; 5,766 questionnaires were returned. A description, extensive tabulation, and comparison of the participating schools are given in terms of location, size of the senior class, percentage of senior class entering postsecondary education, number of guidance counselors, and the majority race enrolled in the school. Other areas surveyed and tabulated were: students and their plans for further college education; their jobs and working patterns; their academic performance in high school; their self-perception on career related characteristics; and the role of the family's income, working status, and attitude towards post-high school activity. The results of the survey are analyzed and discussed. A list of participating schools, letters to the schools, survey of local questions, and survey instructions are appended. (Author/EC)

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A SURVEY OF PLANS FOR EDUCATION AND CAREERS

— a view of what the Iowa High School Senior Class of 1975 plans to do following graduation and why.

Prepared for the
Higher Education Facilities Commission
of the State of Iowa

Midwest Regional Office
College Entrance Examination Board

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Higher Education Facilities Commission
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by

The Midwestern Office of the
College Entrance Examination Board
Evanston, Illinois 60201

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INTRODUCTION AND METHODOLOGY

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INTRODUCTION

In an effort to assist the State Legislature and Iowa post-secondary institutions in planning for future programs and facilities, the Iowa Higher Education Facilities Commission has conducted a state-wide survey of the career and educational goals of Iowa high school seniors. Simultaneously, the HEFC directed an inventory of all types of financial assistance currently available in Iowa colleges and universities. The principal objectives of this two-fold initiative by the HEFC are:

1. To determine the post-secondary educational and career plans of today's Iowa high school seniors (a similar HEFC survey in 1969 provides a basis for comparison[1]).
2. To determine the collective need for financial assistance at the post-secondary level.
3. To determine the financial aid resources available to Iowa students who wish to continue their education beyond high school.
4. To establish the "dollar gap" between the collective need of the students and the financial aid resources available.

This report presents the findings of the survey of career and educational goals and where possible links them with the results of the 1969 survey mentioned above. It is primarily a descriptive report and

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1. A Profile of Iowa College and High School Students - A socioeconomic exploration of student career and educational goals, plans and trends. Thomas Wolff Associates, Des Moines, Iowa.

analysis rather than a prescriptive guide for action.

The report of the financial assistance study, while interrelated with this report, has its own special significance for planning and is, therefore, being presented to the Higher Education Facilities Commission as a separate document.

METHODOLOGY

The HEFC employed the Survey of Plans for Education and Careers[2] as its principal data collection instrument to discover the post-secondary plans of Iowa high school seniors. The Survey, a sixty-eight item questionnaire, was augmented by twenty local questions which were designed to collect information which would link with the basic questionnaire and also give the HEFC and its staff data leading to improved services to Iowa students.

Forty-nine Iowa high schools enrolling almost 12% of the 1974-75 seniors participated in the Survey (5,766 questionnaires were returned by the participating schools). Every effort was made to secure a "representative" sample of schools and special attention was paid to geographical distribution and school enrollment. The SPEC was designed to be administered in one class period and very few administrative difficulties were reported by the participating schools. Cooperation of school officials was outstanding and a tight schedule for questionnaire administration and return was observed almost without exception.

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The analysis of student responses indicates occasional misunderstanding of directions, but the level of confusion was very low and certainly well within study limits. There is every reason to believe that the majority of students responded with care and thoughtfulness. There is also, therefore, every reason to believe that the information contained in this report is an accurate representation of the attitudes, beliefs and plans of today's Iowa high school seniors.

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A PROFILE OF TODAY'S

IOWA HIGH SCHOOL SENIORS

A PROFILE OF TODAY'S IOWA HIGH SCHOOL SENIORS

SCHOOL CHARACTERISTICS OF SURVEY POPULATION

The Survey administrator in each participating school was asked to describe his school in terms of its location, size of senior class, percentage of senior class entering post-secondary education, number of guidance counselors working with the senior class, and the majority race enrolled in the school. Tables 1, 2 and 3 describe the high school location, senior class size and the number of counselors working with the class. Table 4 illustrates the students' post-secondary plans.

The administrators' responses were cross tabulated with the students' stated post-graduation plans and from that analysis the following observations can be made.

1. The size of the city in which the student's high school is located appears to be directly related to his post-high school planning. That is, the larger the city the more likelihood there is that the student will enter post-secondary education and in particular a four year college.
2. A less definite relationship seems to exist between the size of the student's class and his post-secondary plans, although it does appear that the larger the senior class (up to 500) the more likely it is that a student will plan for post-secondary education.
3. 98% of the students in the Survey are enrolled in schools where

Table 1: Location of Survey Schools

Location	Percent
Center of Large City	3.2
Large City	33.4
Suburban	12.4
Small Town	45.8
Rural	5.2
Total	100.0

Table 2: Size of Senior Classes Represented in Survey

Size	Percent
Fewer than 100	19.8
100 - 249	43.1
250 - 499	29.1
500 - 749	8.0
Total	100.0

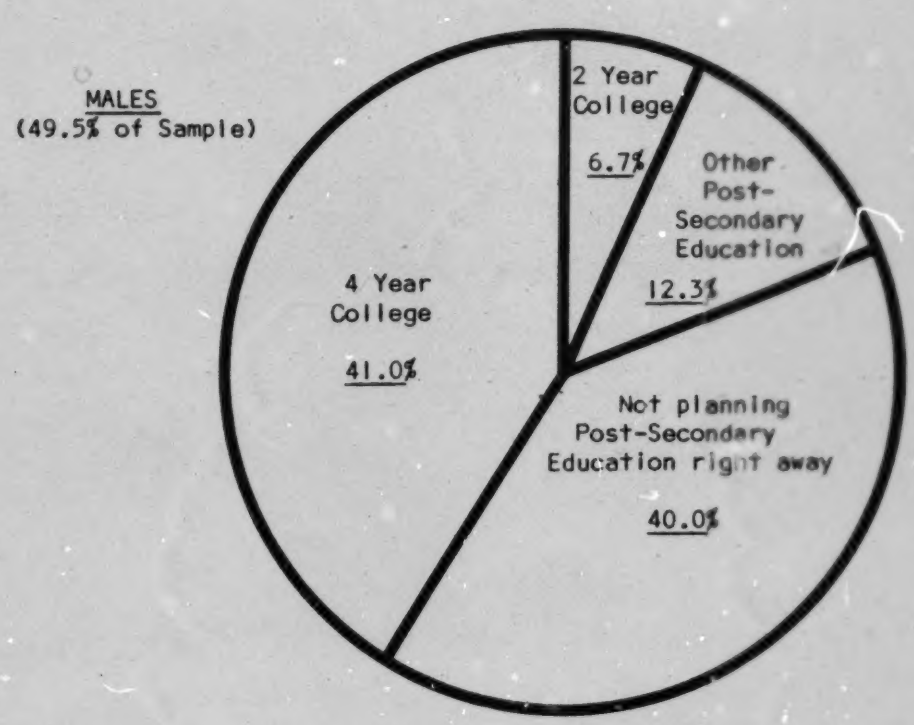
Approximate mean 250

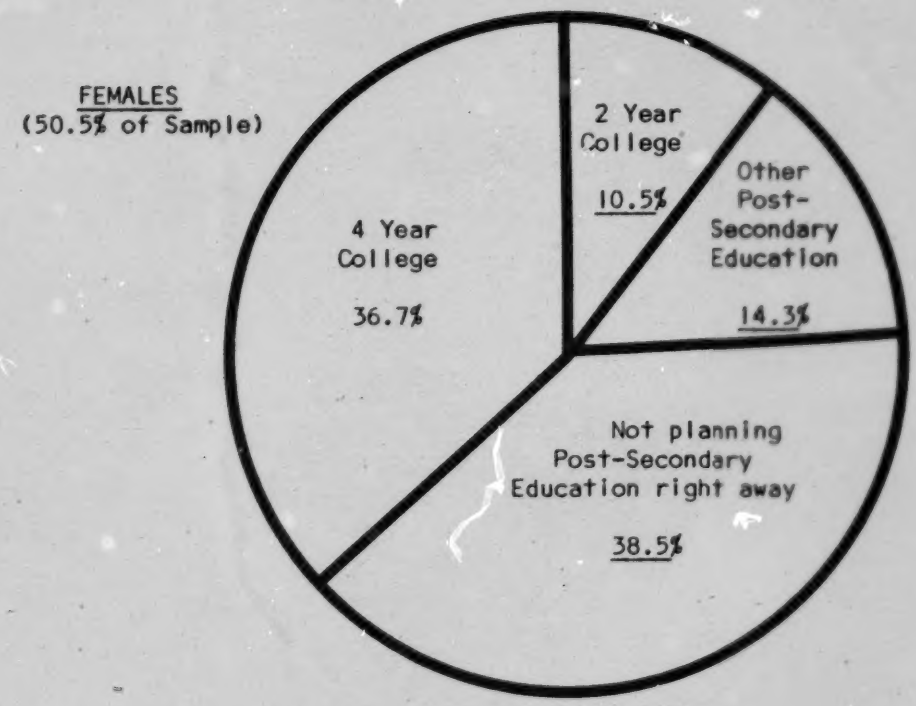
Table 3: Number of Full Time Counselors Working with the Senior Classes

Number	Percent
5 persons or more	6.6
4 persons	-
3 persons	-
2 persons	31.0
1 person	33.7
3/4 person	10.5
1/2 person	11.1
1/4 person	4.2
Less than 1/4 person	2.9
Total	100.0

Approximate mean 1.5

Table 4: Post-Secondary School Plans of 1975 Iowa High School Seniors





the administrators indicate that at least 26% and up to 75% of the senior class will enroll in some form of post-secondary education.

4. In schools where there is at least one full time counselor (more than two-thirds of the schools in the Survey), the percentage of students planning for post-secondary education is significantly higher than in schools that do not have at least one full time counselor.

5. 98% of the students in the Survey population are enrolled in schools where the majority race is white. Post-secondary planning in the predominately non-white schools does not appear to differ significantly from that in predominately white schools. It should be noted, however, that the non-white sample is very small and may not, therefore, be representative of all of the predominately non-white schools in the state.

STUDENTS AND THEIR PLANS

As Table 4 indicates, over 60% of the students in the Survey indicate that they plan to enter some type of post-secondary institution following graduation from high school. There appear to be no significant sex differences in this planning, although more males seem headed for a four year college and a larger number of females plan to enroll in a two year college.

The overwhelming majority of students, almost three-fourths, plan to enter an institution in Iowa. Another 18% say they expect to leave the State while 8% are undecided. (See Table 5)

Of those planning to stay in the State, about 70% expect to enter a tax-supported institution. (See Table 6) Of those leaving Iowa for their post-secondary education, only 50% plan to enter a tax-supported institution.

It is interesting to compare the responses of students in 1975 with those in 1969. In the Thomas Wolff Associates' study noted earlier, Mr. Wolff reported that 73% of Iowa students in 1969 were planning to continue their education beyond high school, while in 1975 that figure has dropped to 60%. (It should be noted that Mr. Wolff's sample included sophomores, juniors and seniors, while the Survey reported here includes only seniors.)[1]

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1. Records at the Iowa Department of Public Instruction show that 63% of the 1969 Iowa high school graduates entered some form of post-secondary education in the fall of that year. Assuming a similar drop from plans to reality this year, we can project that about 50% of the 1975 Iowa high school graduates will enter post-secondary education in the fall of 1975.

Table 5: College Choices

	Percent
Planning to enter Iowa institutions	73.4
Planning to enter an out of state institution	18.6
Not sure/undecided	8.0
Total	100.0

Table 6: How the Students Who Plan to Stay in Iowa Distribute Themselves among Types of Institutions

Type	Percent
Public, 4 year	40.4
Private, 4 year	22.4
Area community colleges and vocational schools	29.7
Private, 2 year	3.0
Private, business/vocational schools	4.5
Total	100.0

Significant change from 1969 to 1975 can be seen also in the fact that the percentage of students planning to enroll in a tax-supported institution moved from 60% in 1969 to 70% in 1975. Because the Survey questions are not identical, one must draw conclusions cautiously but it does appear that for those students who plan vocational/technical training there has been, during the period from 1969 to 1975, a significant shift toward the tax-supported area community colleges and vocational schools and away from the private business and vocational schools.

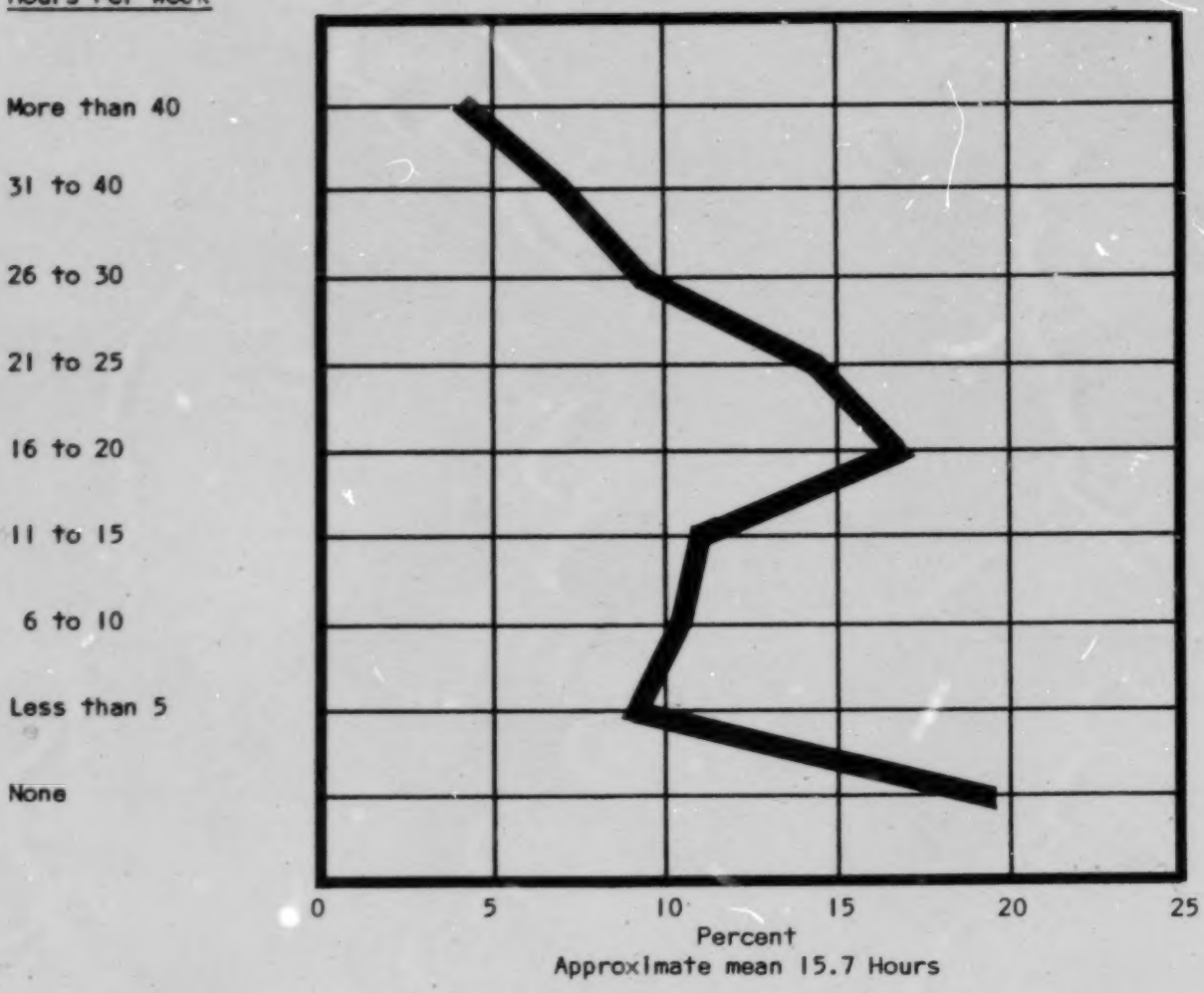
One more comparison with Mr. Wolff's study is interesting here. In 1969, he reported that 60% of the students surveyed indicated a plan to enroll in an Iowa institution. As noted earlier, that percentage has jumped almost 15% in the last six years.

STUDENTS AND THEIR JOBS

The Survey of Plans for Education and Careers asks students to estimate how many hours per week during the school year they have worked at paid and unpaid jobs. (See Table 7) Their responses have been cross tabulated with post-graduation plans and self-reported academic records. The analysis contains no surprises, but the following observations may be of interest to the reader.

1. On the average, males report working more hours per week than females and a significantly larger percentage of males work long hours (defined as more than 20 hours per week).
2. Students planning to enter post-secondary education and especially those considering a four year institution report working considerably fewer hours than the students who do not plan to continue their education immediately following graduation from high school.
3. The Survey revealed an inverse relationship between high academic record and a heavy work load. Students ranking in the top tenth of their class reported working an average of about eleven hours per week. Students in the lower half of their class said they worked more than seventeen hours per week.

Table 7: Working Pattern of Iowa High School Seniors - Paid and Unpaid Jobs During the School Year



Approximate mean 15.7 Hours

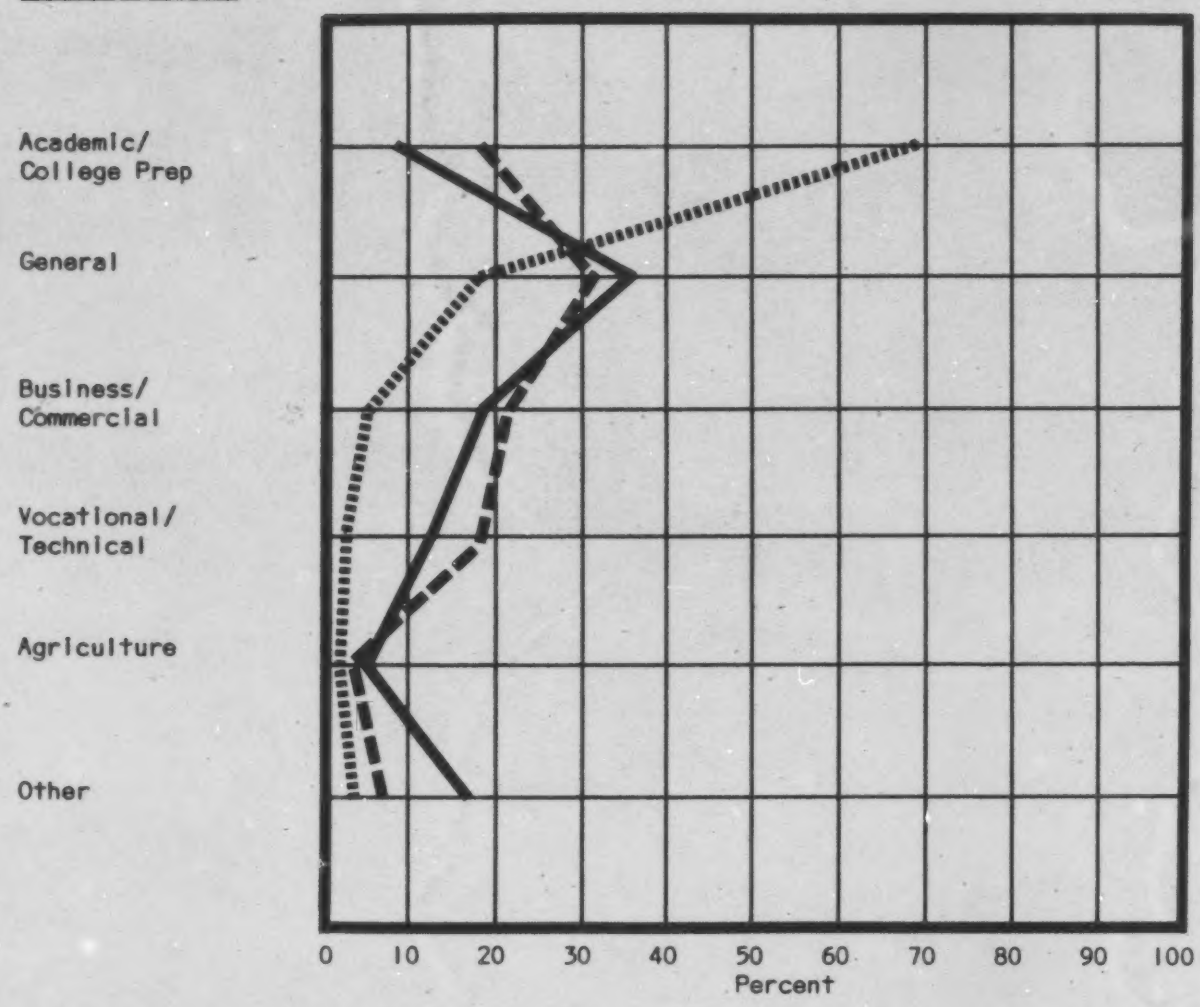
STUDENTS AND THEIR ACADEMIC PERFORMANCE

As might be expected, a very high percentage of students planning to enter a four year college course report their high school course of study as "academic/college preparatory." Almost 90% of that group reported studying an academic or general program. (Table 8)

A more interesting and somewhat unexpected finding of the Survey is that almost 50% of those not planning to continue their education beyond high school report studying an academic or general program. This finding links interestingly with the fact that there are a number of Iowa high school seniors from middle or upper middle income families who do not plan to enter post-secondary education following graduation. (See page 18)

The direct relationship of rank in class to post-secondary school planning is predictable from this Survey and also from what is generally known about such planning. It is worthy of note, however, and we will return to this point later in the report, that almost 30% of those studied here who are not planning to continue their education beyond high school rank in the top 40% of their class. (Table 9)

Table 8: Course of Study in High School



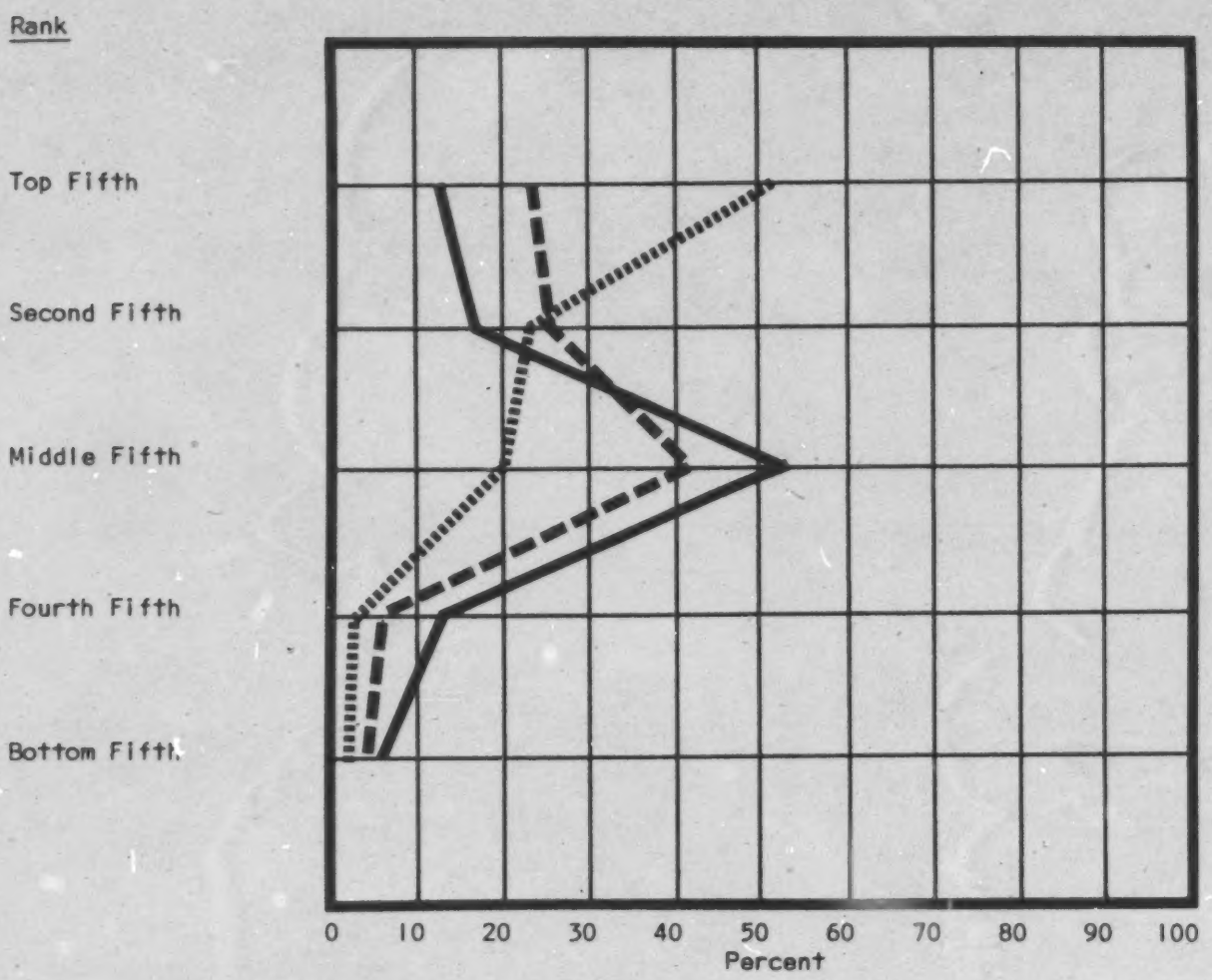
Key:

Not planning post-secondary education immediately

Planning to enter a 2 year post-secondary institution

Planning to enter a 4 year post-secondary institution

Table 9: High School Rank In Class



Key:

Not planning post-secondary education immediately

Planning to enter a 2 year post-secondary institution

Planning to enter a 4 year post-secondary institution

STUDENTS AND THEIR SELF-PERCEPTIONS

The relationship between students' ratings of themselves in comparison with their classmates and their post-secondary school plans was studied here to determine whether self-perceptions might show some significant relationship to educational planning. Table 10 displays student responses to the nine career related characteristics on which they were asked to rate themselves.

A number of predictable patterns emerged from the analysis. As was expected, the students planning education beyond high school rated themselves much higher on "academic motivation" than the students who did not plan to continue in school. In fact, in only one of the nine characteristics, "mechanical ability," do the non-college bound rate themselves higher in the "above average" and "extremely good" categories.

Perhaps the most interesting finding of this part of the Survey is that the students who do not plan to continue their education have a consistently lower self-esteem pattern than do the students who plan to continue their education and in particular those who will enroll in four year institutions. By looking at the "extremely good" and "above average" columns in Table 10, we find that those students who plan to enter a four year institution have an average rating of 54.4% while those planning a two year or other program have an average of 41.0%. Those who do not plan to continue their education have an average rating of 32.8%.

Where a student's self-perceptions fit into his career planning and,

Table 10: Student Self-ratings on Career Related Characteristics

Characteristic		Extremely Good	Above Average	Average	Below Average
	4 year college	35.1%	41.4%	21.7%	1.8%
Academic Motivation	2 year college/other	14.7	35.1	46.4	3.8
	Non-college	7.0	20.6	60.9	11.5
	4 year college	10.1	25.8	50.2	13.9
Mechanical Ability	2 year college/other	14.9	25.8	45.9	13.4
	Non-college	14.9	31.1	40.3	13.7
	4 year college	13.6	24.5	38.7	23.3
Artistic Ability	2 year college/other	9.9	20.5	43.8	25.8
	Non-college	8.4	20.5	38.8	32.3
	4 year college	9.0	27.1	51.4	12.5
Clerical Ability	2 year college/other	12.0	27.4	46.9	13.7
	Non-college	7.2	19.4	48.5	24.9
	4 year college	16.2	35.4	40.2	8.2
Creative Writing	2 year college/other	6.3	26.1	48.0	19.6
	Non-college	5.8	17.2	47.3	29.7
	4 year college	17.9	32.6	38.5	11.0
Scientific Ability	2 year college/other	4.3	19.3	50.2	26.2
	Non-college	3.0	12.3	45.3	39.4

Table 10: Student Self-ratings on Career Related Characteristics (continued)

Characteristic		Extremely Good	Above Average	Average	Below Average
	4 year college	21.8	32.6	34.6	11.0
Mathematics Ability	2 year college/other	8.7	25.9	48.9	16.5
	Non-college	6.7	23.0	50.0	20.3
	4 year college	38.5	44.6	15.8	1.1
Working with others	2 year college/other	24.9	48.8	24.8	1.5
	Non-college	20.9	42.1	34.8	2.2
	4 year college	22.3	40.9	33.2	3.7
Organizing/Leading Groups	2 year college/other	13.2	31.3	47.5	8.0
	Non-college	9.6	25.2	50.7	14.5

more importantly, how those perceptions form is not clear from this Survey. However, the relationship between post-secondary planning and self-image is close enough to be significant and deserves further study.

STUDENTS AND THEIR FAMILIES

It has long been known that children from higher income families continue their education beyond high school at a rate higher than that for children from lower income families. Student reported parental income in this Survey provides additional support for that understanding. (See Table 11) The mean income, particularly of families whose child plans to attend a four year institution, is significantly higher than that of families where the student does not plan post-high school education. However, as in our earlier analysis of the relationship between post-high school plans and academic record (wherein we found a significant number of high achievers not planning to continue their education) so it seems that a significant number of students from middle and upper middle income families are choosing not to continue formal learning. Almost 40% of the non-college bound come from families whose annual income is reported to be above $15,000 and more than 10% from families with a reported income of $25,000 and above.

Students' accuracy in estimating their parents' income is illustrated in Table 12. If we make the assumption that parents are able to report more accurately, we see that students have a tendency to over-estimate parental income particularly at the high and low extremes.

A slightly higher percentage of non-college bound students come from families where both parents are employed full time or where neither parent is working. However, the difference from the families whose children plan

Table 11: Student Reported Parental Income

Parental Income	All Students	4 Year College	2 Year College/Other	Non-College
Under $6,000	5.9%	4.1%	6.0%	7.4%
6,000-8,999	10.1	7.3	11.1	12.3
9,000-11,999	17.1	14.9	17.8	18.8
12,000-14,999	22.0	20.0	23.9	23.1
15,000-19,999	20.4	21.3	21.3	19.2
20,000-24,999	10.9	13.7	9.8	8.8
25,000-above	13.6	18.7	10.1	10.4
Approximate Mean	$15,455	$16,885	$14,822	$14,437

Table 12: Student Reported Parental Income Compared with Parent Reported Income on the Parents Confidential Statement[2]

Income	Student Reported	Parent Reported, Iowa State Scholarship Program P.C.S. Filers 1974	Parent Reported All P.C.S. Filers in State of Iowa 1974
Under $6,000	5.9%	13.1%	18.4%
6,000-8,999	10.1	16.7	19.9
9,000-11,999	17.1	20.6	22.7
12,000-14,999	22.0	21.3	18.4
15,000-19,999	20.4	18.7	14.7
20,000-24,999	10.9	6.0	3.9
25,000-Above	13.6	3.3	1.5

2. Parents Confidential Statement income figures taken from summary data reports provided the Iowa Higher Education Facilities Commission by the College Scholarship Service.

post-secondary education does not appear to be large enough to be significant. (See Table 13)

Survey respondents were asked to give the occupation of the head of their household - the person who is the family's major source of financial support. Here some significant differences appear between those planning post-secondary education and those not. Students were asked to select their response from a comprehensive listing of occupational titles which for convenience in reporting has been reduced to the fourteen classifications seen in Table 14. Almost 47% of the students planning to attend a four year institution identified their head of household occupation as either "professional," "executive," or "manager." More than 26% of those looking toward attendance at a two year or other post-high school institution gave similar responses. Of the students not planning post-secondary education, only 20% identified their household head in those categories.

Interestingly when all students are grouped together, the largest single occupational classification for parents is "farmer/farm manager." The same is true for students planning to enter a two year or other institution. For the non-college bound student "farmer/farm manager" ranks second and is third for students planning to enter a four year institution.

Very informative responses were received to a question in the Survey which asked students to report what they believed their parents' attitudes were toward their post-high school planning. (Table 15) Responses indicate that the most directive parents are those of the students who plan to enter four year institutions (58.5% said that their parents wanted them to "go to college right away"). The least directive parents would seem to be those whose children do

Table 13: Family Working Status

Family Working Status	All Students	4 year college	2 Year College/Other	Non-College
Father Employed Full Time	40.0%	45.7%	37.3%	35.8%
Mother Employed Full Time	5.8	5.9	5.8	5.6
Father Full Time, Mother Part-time	21.5	21.1	22.7	21.2
Mother Full Time, Father Part-time	1.3	.8	1.6	1.5
Both Parents Full Time	27.0	23.7	28.4	29.8
Neither Parent Employed	4.4	2.7	4.2	6.0

Table 14: Occupation of Head of Household

Occupation	All Students	4 Year College	2 Year College/Other	Non-College
Professional	15.4%	24.7%	11.1%	8.5%
Executive	4.7	8.1	3.1	2.2
Manager	11.8	13.8	12.1	9.7
Farmer/Farm Manager	15.7	11.0	21.3	17.5
Clerical	3.7	3.8	4.0	3.2
Sales	7.7	9.8	8.2	5.3
Skilled Worker Craftsman	13.9	9.7	14.0	18.2
Technical	1.3	1.8	.6	1.1
Military	.4	.4	.4	.5
Protective Service	1.6	1.3	1.6	2.0
Personal Service	2.8	2.1	3.0	3.3
Homemaker/ Housewife	1.4	.8	1.7	1.8
Operative	9.7	6.1	9.8	13.0
Laborer	9.9	6.6	9.1	13.7

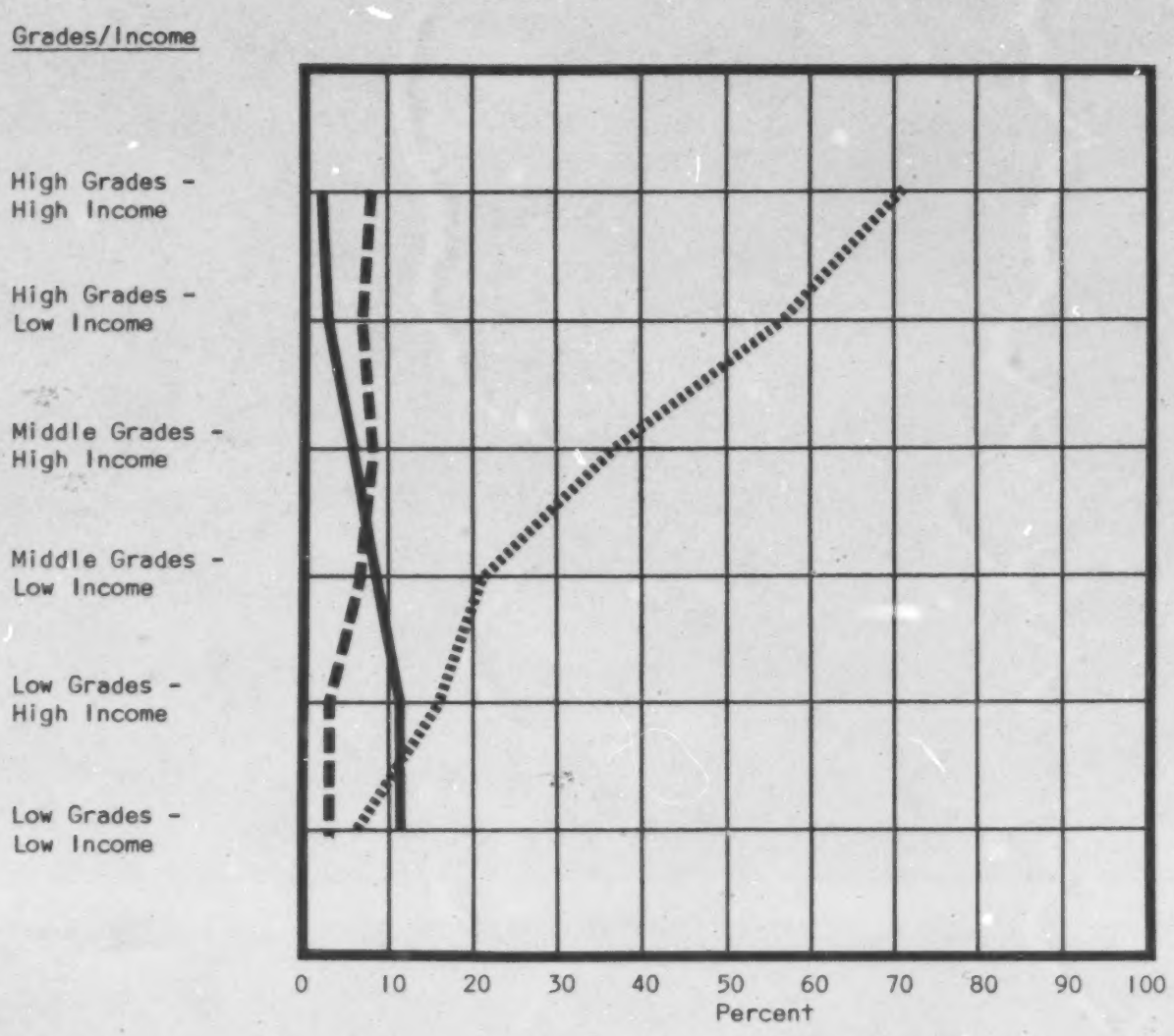
Table 15: Parents Attitude Towards Post-high School Activity

Attitude	All Students	4 Year College	2 Year College/Other	Non-College
1. Go to college right away.	30.2%	58.5%	21.0%	8.3%
2. Go into a vocational/ technical program right away.	9.4	.6	24.0	8.9
3. Get a job right away.	5.9	.8	2.5	12.6
4. No strong feelings.	6.9	2.2	5.6	12.3
5. Want me to do what I want to do.	47.6	37.9	46.9	57.9

not plan to attend a post-secondary institution (57.9% say that their parents "want me to do what I want to do" and only 12.6% of those students indicate that their parents want them to "get a job right away").

One more note on the interrelationships among family income, attitudes, students' academic records, and post-high school planning is in order here. Inspite of what we have said about there being a significant number of high achieving students not planning for post-secondary education and a number from financially secure families who do not plan to continue their education, the fact remains that there is a high positive correlation between high grade/high family income and plan for post-secondary education. (See Table 16 and page 27)

Table 16: Post-High School Plans Related to School Grades and Family Income



Key:

Not planning post-secondary education

Planning to enter a 2 year or other post-secondary institution

Planning to enter a 4 year post-secondary institution

WHAT NEXT ?

One of the questions in the Survey of Plans for Education and Careers asks students to check from the list below that statement which most clearly indicates what they plan to do after high school.

1. Go to college for four years and get a job.
2. Go to a two year college and then a job.
3. Go to a public technical school or institute and get a job.
4. Go to a private business or trade school and get a job.
5. Get married.
6. Get a full time job.
7. Get a job and get some education later.
8. Join the military.
9. Take some time off and decide.
10. Don't know.

Students who checked statements five through nine (those not continuing their education immediately after graduation from high school) are represented by a solid line in Table 16. Those who checked statements two, three or four (planning for a two year or shorter program) are shown as a series of horizontal dashes. Those planning to enter a four year college are represented by a series of vertical dashes.

A CLOSER LOOK AT TODAY'S IOWA HIGH SCHOOL SENIORS

WHO DO NOT PLAN TO CONTINUE THEIR EDUCATION WITHOUT INTERRUPTION

A CLOSER LOOK AT TODAY'S IOWA HIGH SCHOOL SENIORS WHO DO NOT PLAN TO CONTINUE THEIR EDUCATION WITHOUT INTERRUPTION

INTRODUCTION

As was noted earlier in this report, almost 40% of the students surveyed indicate that they do not plan to enter a post-secondary institution following graduation from high school - at least not immediately. So far, we have analyzed a number of factors in the lives of all of the students in the Survey and have drawn certain inferences and conclusions about why they make their decisions with respect to education and career choices. In this section of the report, we will look particularly at:

1. The reasons why the non-college bound make that decision.
2. The type of work the non-college bound believe they will be doing next year and in five years.
3. The reasons the non-college going students give for their choice of a vocational/career field.

Finally, the Survey of Plans for Education and Careers analysis program has the flexibility to include questions which have special significance for the agency or institution which is gathering data. The staff of the Iowa HEFC working closely with its Survey Advisory Committee designed a series of local questions half of which the non-college bound were asked to answer. An analysis of responses to these ten questions is included in this section of the report. The other ten questions, which were asked of the college

bound, are analyzed later in a section of the report devoted to that group of students.

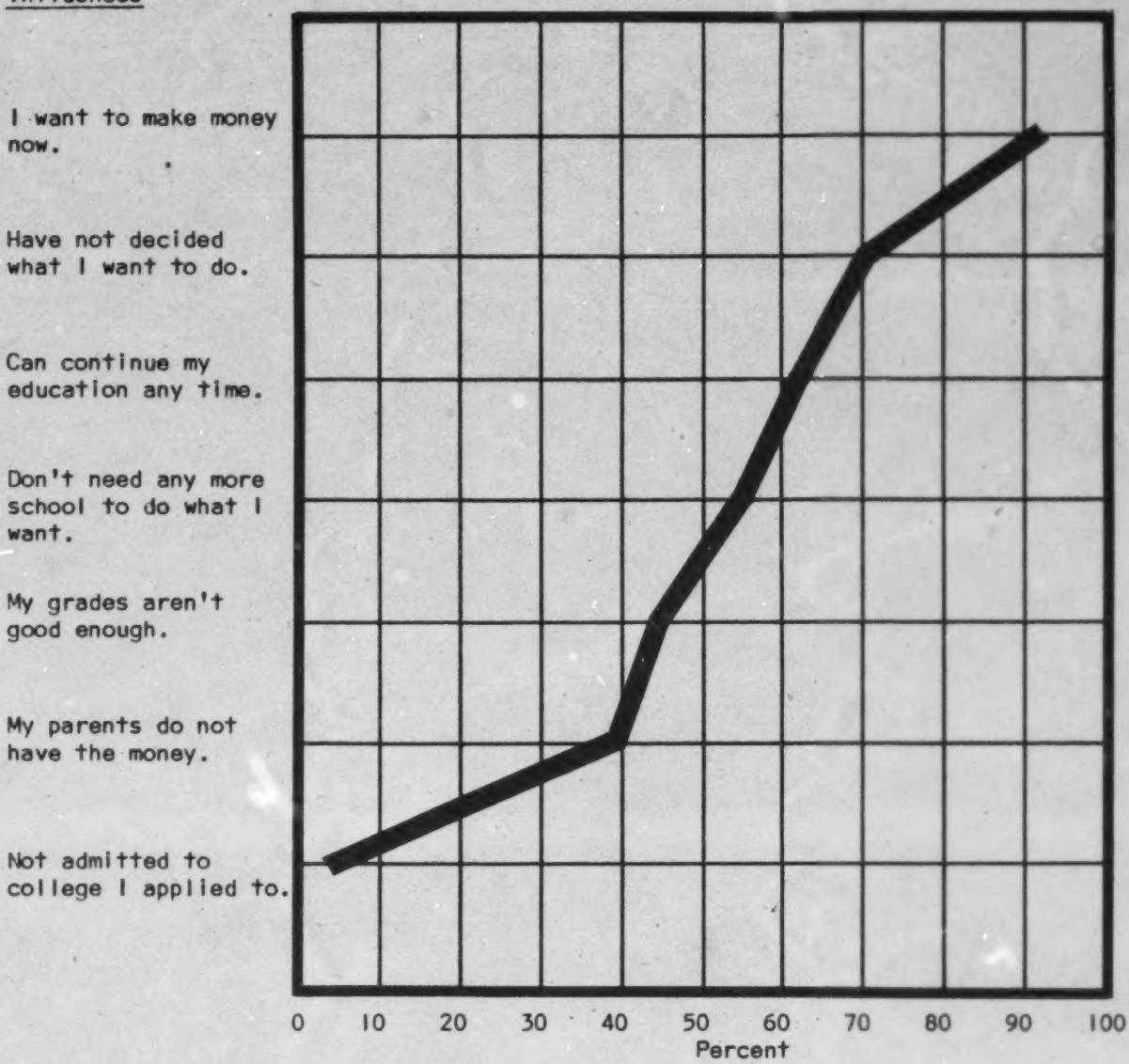
WHY NOT COLLEGE?

Table 17 reveals that the desire for money, indecision about career choice, and a confidence that educational institutions will admit them later on are given as the principal influences on students which lead them to a decision not to enter their post-secondary education immediately following high school. It seems clear also that high school grades, parental financial resources, and institutional restrictive admission policies are not major influences on that decision.

Previous analysis of grades, family income, student self-image and parental attitudes does not contradict the pattern we see in Table 17, but does give some reason for caution particularly with reference to student perceptions of the relationship of grades and family income to their post-high school plans.

Student responses were analyzed by sex and the difference between males and females seems not to be significant except where grades are concerned. More males state that their grades influenced their decision to go to work right away. This probably links with what is known about sex differences in high school grade achievement. Table 18 displays the grade patterns by sex of those students not planning post-high school education. The females clearly have the edge in average grades except in the physical sciences where the males do slightly better.

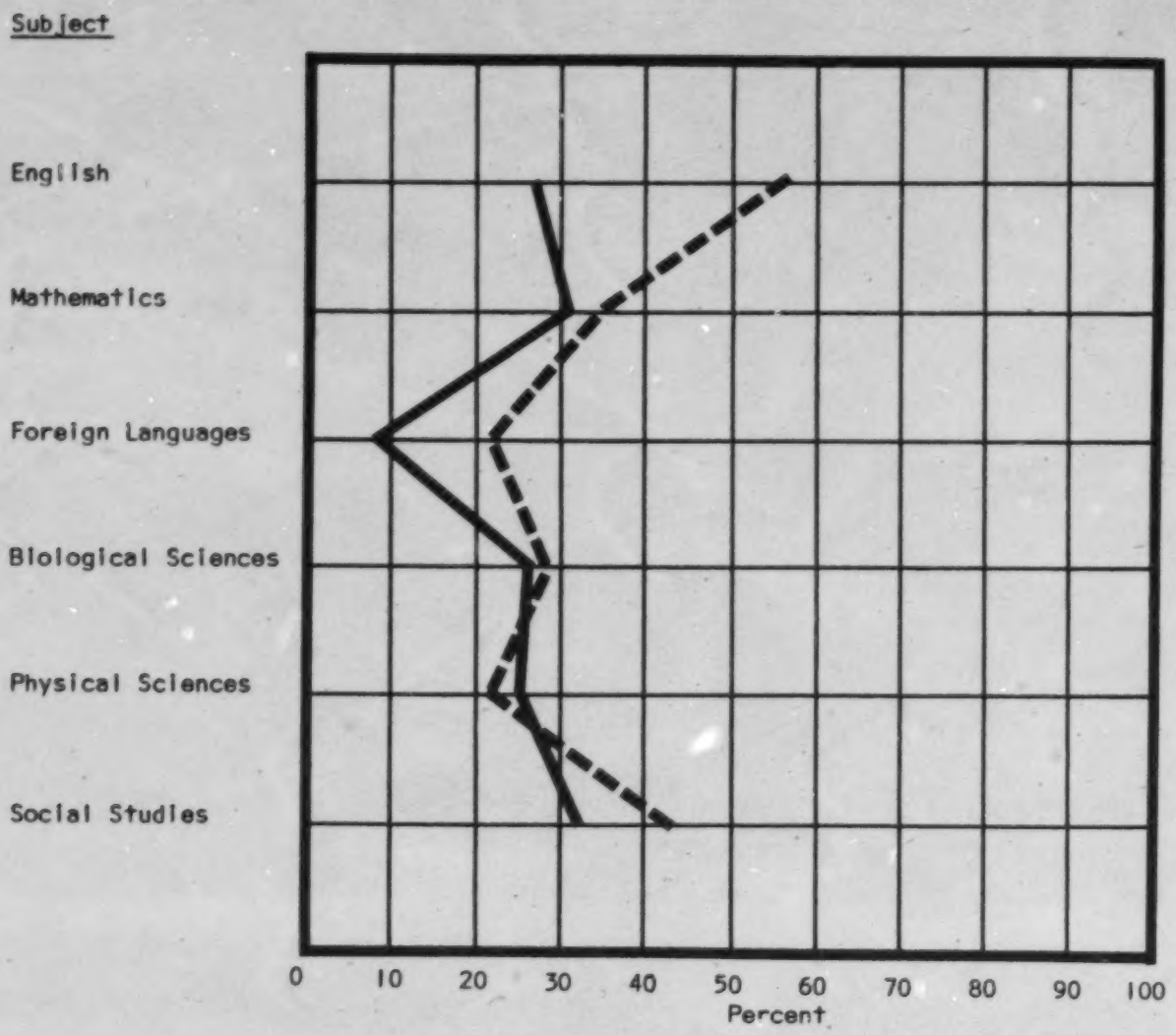
Table 17: Influences on Students' Decision to go to Work Right Away



Key:

The plotted curve represents the frequency with which the influences listed were identified by the students as fitting their situation "somewhat" to "very well."

Table 18: Non-College Bound Students (by sex) Who Averaged B Grades or Better in High School



Key:

Males

Females

LOOKING AHEAD

The Survey of Plans for Education and Careers prods the non-college bound student to identify the occupation he thinks he will engage in next year and then asks him to look ahead five years. Table 19 summarizes the major occupational fields chosen by the students (the reader is directed to Table 29 page 61 for a comparison of occupational choices of the non-college bound, the college bound and the household head.

Table 19 also illustrates that the occupational goals of the student who plans to work his first year following high school graduation, are modified significantly as he looks ahead five years. In the first year out of school, only 7.4% of the students see themselves working in the "professional/executive/manager" classification, while five years later the number in that category jumps to 26.8%. An analysis of shifts over time in all of the occupational classifications demonstrates that students see themselves moving into occupations which they probably believe to have greater prestige and compensation.

Table 19: Type of Work Likely to be Doing Next Year and Five Years from Now --Students Not Planning Post-high School Education Immediately--

	Next Year			In Five Years		
Occupation	Total	Males	Females	Total	Males	Females
Professional	5.2%	5.1%	5.3%	19.5%	13.9%	25.2%
Executive	.2	.4	.1	1.3	2.3	.3
Manager	2.0	3.2	.8	6.0	9.5	2.7
Farmer/Farm Manager	5.6	10.3	.9	6.9	12.7	1.1
Clerical	21.3	1.7	41.0	12.9	.9	25.0
Sales	5.6	3.1	8.0	2.1	2.1	2.3
Skilled Worker/ Craftsman	12.2	22.2	2.5	17.9	30.8	5.0
Technical	.9	.8	1.0	2.7	3.3	2.1
Military	6.8	9.9	3.8	3.0	4.7	1.3
Protective Service	.7	1.1	.2	2.8	4.3	1.2
Personal Service	11.1	3.4	18.3	6.5	1.5	11.4
Homemaker/ Housewife	5.4	.1	10.8	10.5	.5	20.4
Operative	8.3	12.8	3.9	4.6	8.0	1.2
Laborer	14.7	26.0	3.6	3.2	5.5	.8

INFLUENCES ON VOCATIONAL/CAREER FIELD CHOICE

In response to questions as to why they chose a particular vocational/career field, most students agreed that a number of factors influenced their decision. The responses to this particular set of questions indicates some confusion over instructions in the Survey, but the results are nonetheless interesting and informative.

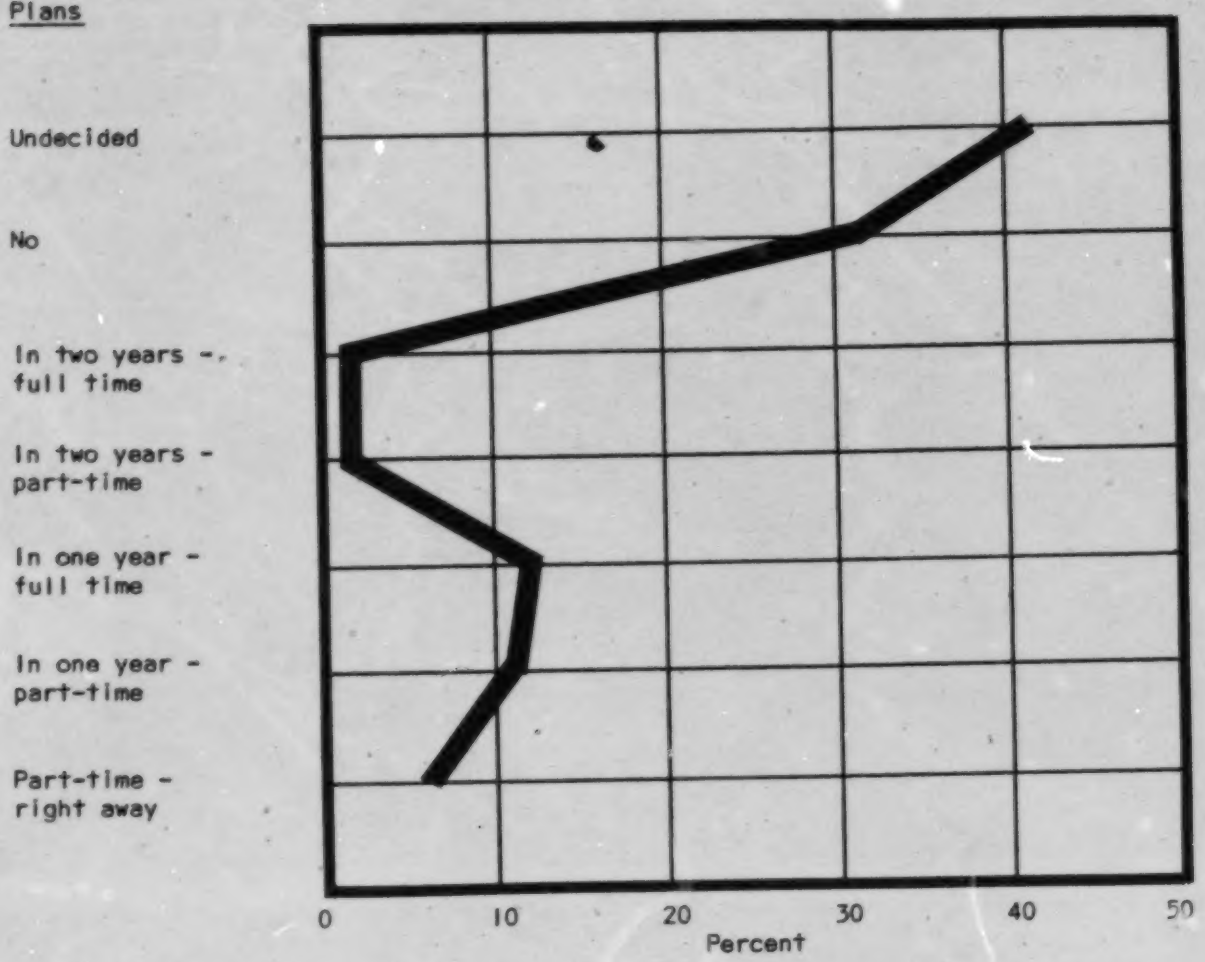
Listed in rank order of importance are the factors which the students indicate influence their vocational/career choice.

1. The skills I could use on the job.
2. The money.
3. The opportunity to live the kind of life I want outside of the job.
4. The job has a good reputation.
5. The people I could work with.
6. Lots of jobs are open in the field.
7. The location of the work.

More than half of the respondents indicate that they have not yet decided on a vocational/career field.

Of the students classified as non-college bound, 35% indicate that they will continue their education either on a part-time or a full time basis within two years following graduation from high school. Another 41% indicate that they are undecided about future education. (See Table 20) There is, therefore, a potential for a major influx of students into the Iowa post-

Table 20: Plans to Continue Education at a Later Date - Non-College Bound



secondary institutions if the undecided pick up their option for further education and those now planning for it in the next year or two follow through with their plans. We know from reviewing grade and income patterns that there are significant numbers of able (both academically and financially) students who say now that they don't plan to continue their education immediately following high school graduation. If they become motivated to return to the classroom, the effect on post-secondary institutions and certain occupations would be significant.

LOCAL QUESTIONS

The responses to the local questions asked of those not immediately entering post-secondary education are reported in full in Table 21. While all of the responses are informative, those to questions seven through ten are most significant for the Iowa HEFC and the student financial aid community in the State.

That one third of the students are not aware of Iowa's three student aid programs and almost one half uninformed about the Federal Basic Grant Program suggests that there is work yet to be done in devising ways to spread the word to all students in the state concerning the availability of state and federal financial assistance for college.

Not so surprising are the students' responses to questions nine and ten, but here we see misconceptions about requirements for student financial assistance which might be cleared up by expanded communication between the HEFC and the student financial aid officers on one hand and Iowa schools and students on the other.

Table 21: Local Questions - Non-College Bound

1. How frequently do you read a daily newspaper or weekly news magazine?

A.	Regularly	49.6%
B.	Often	20.3
C.	Occasionally	19.3
D.	Not very often	8.3
E.	Almost never	2.5

2. How many books do you read during a year aside from textbooks?

A.	None	11.9%
B.	One or two	29.6
C.	Between three and six	25.1
D.	More than six	33.4

3. About how many hours do you spend watching television each day?

A.	One hour or less	20.9%
B.	Two or three hours	50.0
C.	Four to six hours	27.4
D.	We don't have a television	1.7

4. To what extent do you agree with this statement - A person is likely to earn more money later on in life if he or she gets some education beyond high school?

A.	Agree strongly	24.1%
B.	Agree slightly	33.6
C.	Not sure	21.2
D.	Disagree slightly	14.4
E.	Disagree strongly	6.7

Table 21: Local Questions - Non-College Bound (continued)

5. To what extent do you agree with this statement - More satisfying and interesting jobs are available to people who continue their education beyond high school?

A.	Agree strongly	22.5%
B.	Agree slightly	30.1
C.	Not sure	21.0
D.	Disagree slightly	16.2
E.	Disagree strongly	10.2

6. Do you feel that your own opportunities are limited? If so, of the following, which do you think is most likely to keep you from achieving your goals in life?

A.	Lack of ability	14.1%
B.	Lack of money	20.2
C.	Discrimination as to race or sex	2.5
D.	Family matters	5.1
E.	My own health	2.8
F.	I do not feel my opportunities are limited	55.3

7. Are you aware that your state has three programs (State of Iowa Scholarship, Iowa Tuition Grants, and Iowa Vocational Technical Tuition Grants) to help qualified Iowa students meet their expenses at Iowa post-secondary institutions?

A.	Yes	66.5%
B.	No	33.5

Table 21: Local Questions - Non-College Bound (continued)

8. Have you ever heard of the Basic Educational Opportunity Grant (a Federal program to help needy students pay college expenses)?

A. Yes	55.1%
B. No	44.9

9. Is it your opinion that only exceptionally good students can qualify for financial assistance to meet college costs?

A. Yes	21.6%
B. No	32.7
C. Depends on the College	21.7
D. Don't know for sure	24.0

10. Do you believe that a student must be below average financially to qualify for financial assistance to pay his or her college expenses?

A. Yes	24.5%
B. No	38.0
C. Depends on the college	11.3
D. Don't know for sure	26.2

A CLOSER LOOK AT TODAY'S IOWA HIGH SCHOOL SENIORS

WHO PLAN TO CONTINUE THEIR EDUCATION WITHOUT INTERRUPTION

A CLOSER LOOK AT TODAY'S IOWA HIGH SCHOOL SENIORS WHO PLAN TO CONTINUE THEIR EDUCATION WITHOUT INTERRUPTION

INTRODUCTION

In this section of the report on the Survey of Plans for Education and Careers, we will examine:

1. The reasons students give for choosing the post-secondary institution they plan to attend.
2. What students estimate their first year of college will cost.
3. In what area students will seek advanced placement in college courses.
4. Students' choices of education and training programs they plan to enter to achieve their career goals.
5. The type of work students expect to be doing five years from now.
6. A comparison of the work plans of the college bound with those of their classmates who do not plan post-secondary education immediately and the current occupations of the head of household of both groups combined.

As in the section of the report dealing with the non-college bound, we will conclude with an analysis of the college bound student responses to the ten local questions which were designed for them.

COLLEGE AHEAD

The reasons students give for choosing a particular post-secondary institution are many and varied. When college bound students in the Survey of Plans for Education and Careers were asked to list the factors important to them in choosing a post-secondary institution, the following list in rank order emerged.

1. Good reputation in my field of interest.
2. Could get admitted to this college.
3. Low cost.
4. Good social life.
5. Could get financial aid from this college.
6. Parents liked it.
7. Advice of counselor/teacher.
8. Close to home.
9. Advanced placement/credit by examination available.
10. Friends liked it.

When these factors were analyzed by the sex of the respondents, few significant differences were noted, although females tended to place greater emphasis on college proximity to home, the fact that their parents liked it, and the fact that admission was possible.

COLLEGE COSTS

Students planning for college were asked to estimate what their total college cost would be for their first year. Probably the best resource for this kind of information is the book published annually by the College Scholarship Service entitled Student Expenses at Post-Secondary Institutions. Table 22 compares student estimates with the projections of the College Scholarship Service for the 1975-76 academic year. The CSS data are collected directly from the colleges and universities and are, therefore, generally believed to be the most accurate estimates available.

The college bound students were asked how many hours per week they thought they would work during their first year in college. (Table 23) The question did not make it clear whether the respondents were to include both paid and unpaid jobs and so caution must be exercised when comparing the college work plans of students with work experiences they and their non-college bound classmates reported in Table 7. The reader will recall that at that point in the Survey the students were asked to give the number of hours they worked per week during the school year and to include both paid and unpaid jobs in their reporting.

An analysis of the students' first year college work plans indicates an average expectation for the whole group of about twelve and a half hours per week. The students who plan to enter four year institutions expect to work slightly fewer than ten hours a week while those who plan a two year or

Table 22: Estimated College Costs

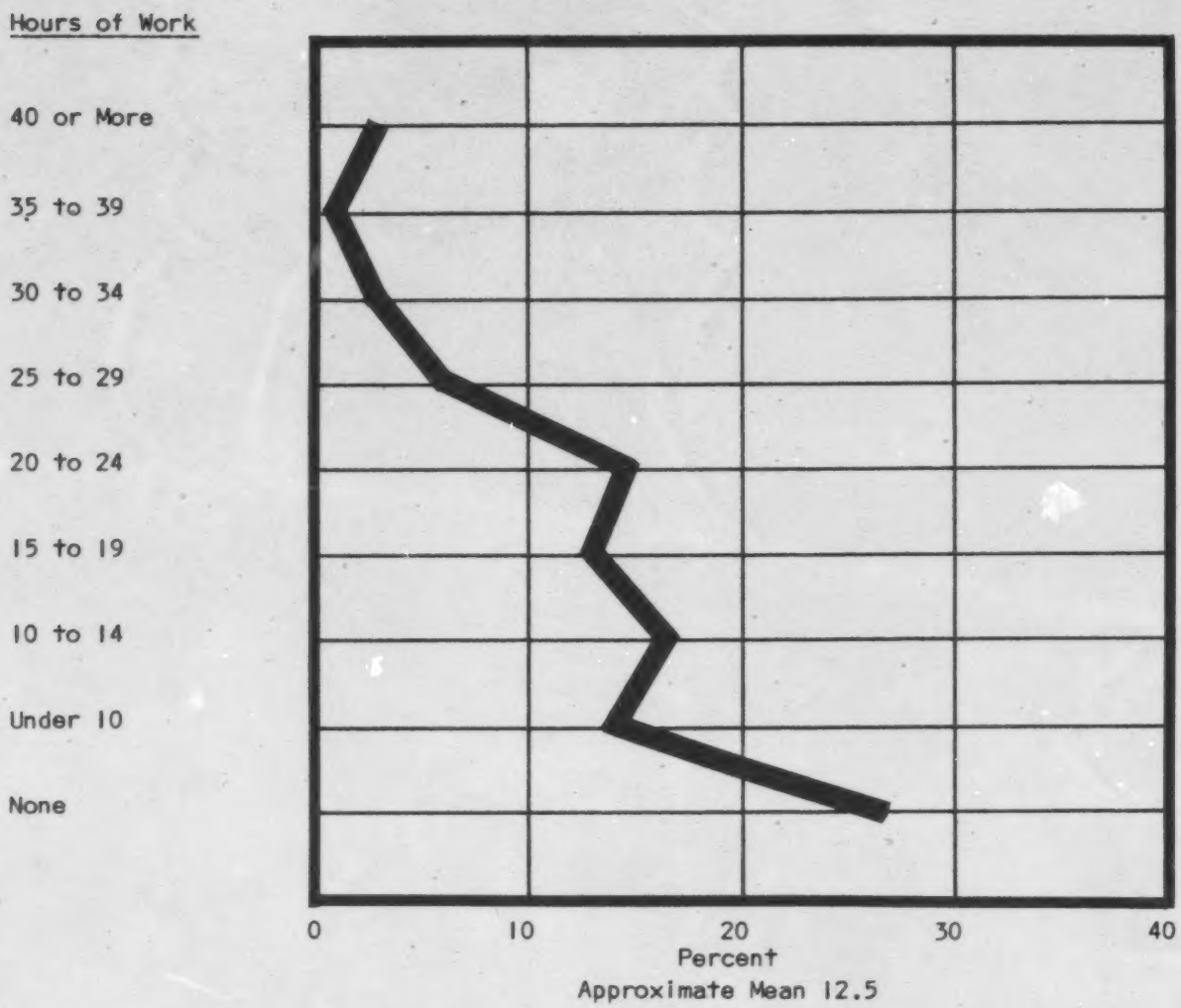
Type of Institution	S.P.E.C. Estimates[1]	CSS - National[2] Resident	CSS - National[2] Commuter	CSS-Iowa Institutions[2] Resident	CSS-Iowa Institutions[2] Commuter
4 Year Public	$2,305	$2,679	$2,058	$2,386	$2,090
4 Year Private	2,874	4,391	3,950	3,656	3,459
2 Year Public	1,383	2,411	2.058	2,008[3]	1,455[3]
Vocational/Technical	1,290	Not Shown	Not Shown	2,008[3]	1,455[3]
2 Year Private	2,228	3,690	3,421	2,677	2,713
Proprietary	2,112	3,822	3,382	2,956	2,623

1. Figures estimated by students planning to enroll in 1975 in types of institutions listed.

2. Cost estimates for the 1975-76 academic year when available. When not available, 1974-75 academic year figures were used.

3. All public post-secondary institutions other than 4 year have been averaged.

Table 23: Work Plans for the First Year in College



Approximate Mean 12.5

other type post-secondary experience planned to average closer to seventeen hours a week. In all post-secondary categories, girls expect to work about eleven hours per week and boys close to fourteen.

ADVANCED PLACEMENT PLANS

The college bound students were asked if they planned to apply for advanced placement, course credit by examination or course exemption in college in five principal areas of study - English, mathematics, sciences, history and foreign languages. Table 24 illustrates the pattern of responses received.[4]

The students were not asked to indicate why they would be seeking advanced placement and attempts to relate advanced placement expectations to general grade patterns of the college bound were not particularly successful. It appears that advanced placement aspirations may relate as well to students' course preferences as they do to past performance.

One further speculative note - the fact that almost 35% of the college bound hope for advanced placement or exemption in English seems to be in conflict with reports currently received from many colleges that incoming freshmen from all parts of the country are not well prepared in writing and other skills generally thought to be learned in elementary and high school English classes.

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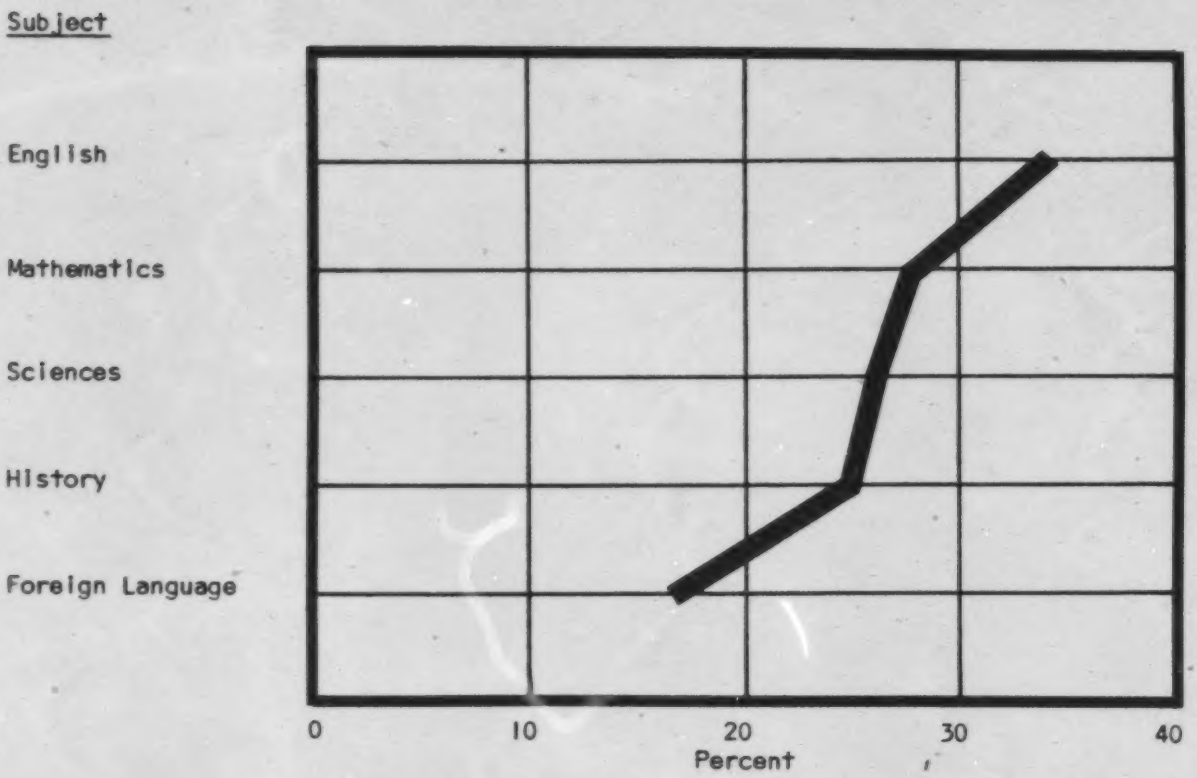
4. A similar question is asked in the College Board's Admission Testing Program. There the rank order of advanced placement plans for the 1974 Iowa high school seniors was English, mathematics, sciences, foreign languages and history. As Table 24 shows, the 1975 Iowa high school seniors responding to the SPEC reversed the order of history and foreign languages, but responded similarly to the other three areas of study.

Table 24: Plans to Apply for Advanced Placement, Credit or Exemption



EDUCATION AND TRAINING - CAREER AND WORK

This section of the report is introduced with a word of caution. Because the listing of education/training (or career) choices in the Survey of Plans for Education and Careers is not identical to the one used in the Wolff study questionnaire, the comparisons which follow in Tables 26 and 27 must be seen as probable evidence of trends rather than as precise measures of change.

Tables 25 and 26 display in total and by sex the education/training programs of the two principal sub-groups of those students who plan post-secondary education - the four year college bound and - those who will enter programs requiring less than four years of study.

In Table 27, an attempt has been made to illustrate the relationships between a selected group of education/training program choices of the four year college bound in this Survey and the stated career choices of the college bound in the Wolff study of 1969 and the 1974 Admission Testing Program Summary Statistics for Iowa.[5]

While the pattern of program/career choices shown in Table 27 is mixed, there are several significant changes from 1969 to the present. Quite clearly interest in education as a career has lagged sharply since the Wolff study. This appears to reflect intelligent student reaction to what is generally known about the supply and demand situation in the current teacher market.

A general trend toward the sciences, social, biological and physical,

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5. The Summary Report Service of the Admission Testing Program of the College Entrance Examination Board.

Table 25: Choice of Education/Training Programs Requiring 4 Years or More of College

Program/Career	Total	Male	Female
Agriculture/Forestry	5.6%	9.5%	2.1%
Architecture	2.2	3.8	.7
Art	3.3	2.4	4.1
Biological and Life Sciences	3.5	4.0	3.1
Business and Marketing	6.4	9.9	3.1
Computer & Information Science	.8	1.1	.6
Communications (Radio & TV)	1.3	1.5	1.0
Education	6.2	2.3	9.8
Engineering	4.3	8.5	.5
English/Literature	2.4	1.7	3.1
Ethnic Studies	1.4	1.8	1.0
Foreign Languages	1.4	1.1	1.7
History	1.1	1.0	1.2
Home Economics	2.0	.7	3.2
Journalism	1.9	1.5	2.4
Mathematics	2.3	2.4	2.1
Music	2.5	1.9	3.1
Nursing (4 Year Program)	3.6	.7	6.4
Pre-Law	3.6	5.9	1.4
Pre-Med/Pre-Dentistry	8.4	9.4	7.4
Pharmacy	4.9	4.4	5.5
Philosophy/Religion	1.6	1.0	2.1

Table 25: Choice of Education/Training Programs Requiring 4 Years or More of College (continued)

Program/Career	Total	Male	Female
Physical Education	5.1	4.9	5.4
Physical Sciences	1.7	2.4	1.0
Psychology	7.6	2.1	12.7
Social Sciences	3.2	1.6	4.6
Theatre/Drama	1.2	1.5	1.0
Veterinary	2.5	2.6	2.4
Other	2.6	2.5	2.7
Undecided - but probably 4 years or more.	5.3	6.0	4.5

Table 26: Choice of Education/Training Programs Requiring Post-Secondary Education but Less Than 4 Years of College

Program/Career	Total	Male	Female	Thomas Wolff Study[6] 1969
Agriculture-General	-	-	-	-
Agri-Business	2.2	3.6	1.3%	-
Agricultural Equipment Technician	2.6	5.8	.3	-
Floriculture/Horticulture	.6	1.3	-	-
Landscaping	1.8	1.3	2..	-
Totals	7.2	12.0	3.7	5.0
Art-General	.3	.7	-	-
Commercial Art	1.0	.9	1.1	4.4
Graphic Arts Technician	1.2	.9	1.4	-
Totals	2.5	2.5	2.5	-
Business-General	-	-	-	-
Accounting & Bookkeeping	6.0	4.9	6.7	.8
Clerical Technician	9.6	9.8	9.6	21.2
Management	.7	-	1.3	4.3
Sales Distribution	3.8	7.1	1.4	!.0
Secretarial	1.2	1.6	1.0	-
Totals	21.3	23.4	20.0	-
Computer/Data Processing-General	11.2	.2	19.0	-
Computer Technology	1.4	1.8	1.1	-
Electronic Data Processing Technician	1.3	1.1	1.4	1.2
Key Punch Operator	.4	.9	-	-
Totals	14.3	4.0	21.5	-

Table 26: Choice of Education/Training Programs Requiring Post-Secondary Education but Less Than 4 Years of College (continued)

Program/Career	Total	Male	Female	Thomas Wolff Study[6] 1969
Construction-General	.2	-	.3	-
Building Construction Technician	.5	1.1	-	-
Plumbing and Pipefitting	.4	.9	-	-
Totals	1.1	2.0	.3	2.4
Electronic/Electrical-General	.4	.7	.2	-
Electrical Construction/Wiring	.3	.4	.2	.8
Electrical Technology	.4	.9	-	-
Electronics Technology	.1	.2	-	2.6
Radio/TV Repair	1.4	3.3	-	.3
Totals	2.6	5.5	.4	-
Engineering-General	.6	1.1	.2	-
Architectural Drafting	1.5	3.3	.2	-
Civil Engineering Technology-Surveying	.8	1.8	.2	-
Drafting/Machine Design	.4	.9	-	1.3
Industrial Engineering Technology	1.2	2.9	-	-
Tool Design Technician	.4	.9	-	-
Totals	4.9	10.9	.6	-
Food Service-General	.1	.2	-	-
Chef Manager/Food Service Supervisor	.5	.7	.3	-
Food Administration	.3	.2	.3	.3
Institutional Food Preparation	.1	-	.2	-
Waiter/Waitress Service Training	.1	-	.2	.2
Totals	1.1	1.1	1.0	-

Table 26: Choice of Education/Training Programs Requiring Post-Secondary Education but Less Than 4 Years of College (continued)

Program/Career	Total	Male	Female	Thomas Wolff Study[6] 1969
Health-General	-	-	-	-
Dental Assistant	3.5	.9	5.3	1.3
Inhalation Therapy	2.6	-	4.5	-
Practical Nurse-Licensed	.1	-	.2	-
Medical Assistant	1.9	-	3.4	-
Nursing-Registered	2.3	.4	3.7	9.2
X-Ray Technician	8.9	.2	15.2	-
Orthopedic Assistant	1.8	.2	2.9	.7
Totals	21.1	1.7	35.2	-
Technical-General	.1	-	.2	-
Aeronautical Maintenance/ Repair	1.4	2.7	.5	-
Air Conditioning, Heating, Refrigeration	.2	.4	-	.2
Appliance Repair	.3	.7	-	-
Automotive Maintenance/Repair	.1	.2	-	7.0
Chemical Technology	5.0	11.6	.3	-
Diesel Technology	.3	.4	.2	.1
Machine Repair	1.0	2.4	-	-
Machine Tool Repair	.4	.9	-	-
Marine Technology	.2	.4	-	-
Mechanical Technology	.1	.2	-	-
Metallurgical Technician	.9	1.8	.3	-

Table 26: Choice of Education/Training Programs Requiring Post-Secondary Education but Less Than 4 Years of College (continued)

Program/Career	Total	Male	Female	Thomas Wolff Study[6] 1969
Production Machinist	-	-	-	-
Welding Technician	.6	1.1	.2	-
Totals	10.6	22.8	1.5	-
Apprenticeship-Working and Training with Craftsmen in the Field-General	.4	.9	-	-
Carpentry	.8	1.3	.5	-
Electrician	.9	2.2	-	-
Metal Working	.4	.9	-	-
Plumber	.3	.4	.2	-
Printing	.4	.9	-	-
Other Trade	-	-	-	-
Totals	2.8	5.7	.7	-
Building Maintenance/Custodian	.1	.2	-	.7
Clothing and Textiles	.9	.7	1.1	-
Cosmetology	-	-	-	9.3
Fire Science Technology	1.6	-	2.7	-
Hotel/Motel/Club Management	2.4	-	4.2	-
Interior Decorating	.1	.2	-	-
Photography	.3	.7	-	-
Police Science/Technology	1.2	-	2.1	-
Printing Technology	.8	1.8	.2	-

Table 26: Choice of Education/Training Programs Requiring Post-Secondary Education but Less Than 4 Years of College (continued)

Program/Career	Total	Male	Female	Thomas Wolff Study[6] 1969
Veterinary Technologist	2.1	3.8	1.0	-
Other Curriculum or Program	-	-	-	-
Totals	9.5	7.4	11.3	-

6. A Profile of Iowa College and High School Students - A socioeconomic exploration of student career and educational goals, plans and trends. Thomas Wolff Associates, Des Moines, Iowa.

Table 27: A Selected List of Education/Training Program Choices of the 4 Year College Bound

Program/Career	Thomas Wolff Study[7] 1969	S.P.E.C. 1975	ATP Summary Report[8] 1975
Agriculture/Forestry	3.0%	5.6%	2.0%
Business and Marketing	9.5	6.4	9.0
Education	25.5	6.2	6.0
Pre-Medical and Pre-Dental	2.1	8.4	Not Shown
Pharmacy	Not Shown	4.9	Not Shown
Physical Education	Not Shown	5.1	Not Shown
Psychology	1.9	7.6	3.0
Biological and Life Sciences	.9	3.5	16.0
Engineering	5.4	4.3	4.0
Physical Science	.4	1.7	7.0
Social Science	7.7	3.2	11.0

7. Ibid

8. Admission Testing Program, Summary Report Service, College Entrance Examination Board.

seems to be occurring since the Wolff study of 1969. The trend seems to be most pronounced in biological and physical sciences and that probably includes pre-medicine although that career choice objective was not included in the ATP Summary Report and trend data is, therefore, limited to the Wolff study and the SPEC.

In Table 28, we see clearly that those who are planning to continue their education immediately see themselves for the most part working in the professional/executive/manager occupational classifications five years from now. Table 29 illustrates sharply the differences in long range occupational planning that exists between those planning for post-secondary education immediately and those planning to do other things right out of high school.

Table 28: Type of Work Likely to be Doing Five Years from Now - Students Who are Continuing Their Education Immediately

Occupation	Total	Males	Females
Professional	62.3%	57.9%	66.5%
Executive	2.3	4.1	.6
Manager	4.1	6.4	1.8
Farmer/Farm Manager	2.4	4.4	.5
Clerical	7.4	1.4	13.1
Sales	1.1	1.8	.5
Skilled Worker/Craftsman	6.7	12.5	1.3
Technical	6.0	5.4	6.7
Military	.4	.8	.0
Protective Service	1.2	2.0	.5
Personal Service	3.3	.5	6.0
Homemaker/Housewife	1.0	.2	1.8
Operative	.5	.8	.2
Laborer	1.2	1.9	.5

Table 29: Occupation of Head of Household Compared with Iowa High School Seniors Plans for Occupation Five Years Hence

Occupation	Head of Household	Seniors Planning for Post-Secondary Education	Seniors Not Planning for Post-Secondary Education
Professional	15.4%	62.3%	19.5%
Executive	4.7	2.3	1.3
Manager	1.8	4.1	6.0
Farmer/Farm Manager	15.7	2.4	6.9
Clerical	3.7	7.4	12.9
Sales	7.7	1.1	2.1
Skilled Worker/Craftsman	13.9	6.7	17.9
Technical	1.3	6.0	2.7
Military	.4	.4	3.0
Protective Service	1.6	1.2	2.8
Personal Service	2.8	3.3	6.5
Homemaker/Housewife	1.4	1.0	10.5
Operative	9.7	.5	9.7
Laborer	9.9	1.2	3.2

LOCAL QUESTIONS

The ten local questions asked of the college bound focus principally on aspects of their financial planning for college. (Table 30) A brief summary of their responses to the first seven questions indicates that:

1. Most plan to lean rather heavily on their parents to finance their first year of college.
2. Only 12% say that they would not be willing to borrow money to complete their education.
3. Almost four-fifths have some savings of their own which they expect to use toward college costs.
4. Almost all students expect to work during the summer for some of their college expenses.
5. One half and perhaps more of the students expect to apply for financial assistance from the institution they plan to attend.

As might be expected, more of the college bound are aware of the State of Iowa Student Financial Assistance Programs and the Federal Basic Educational Opportunity Program than are their non-college bound classmates. However, even among the college bound enough seem to be uninformed about State and Federal student aid programs to recommend expanded informational efforts on the part of the HEFC and the financial aid officers in the State.

An analysis of the students' responses to the remaining local questions discloses that 65% of the college bound expect to complete their bachelor's

Table 30: Local Questions - College Bound

1. How much financial help do you expect to receive from your parents for your first year of college or vocational school?

A.	None	15.1%
B.	Room and board at home	8.3
C.	Less than $500	12.8
D.	Between $500 and $1,000	16.0
E.	Between $1,000 and $1,500	8.1
F.	Between $1,500 and $2,000	5.7
G.	Between $2,000 and $2,500	3.0
H.	Between $2,500 and $3,000	2.0
I.	As much as is necessary	29.0

2. How much would you be willing to borrow over a four year period, if necessary, to complete your education?

A.	I would not borrow	11.9%
B.	Not more than $1,000	21.7
C.	Between $1,000 and $2,000	12.9
D.	Between $2,000 and $3,000	9.0
E.	Between $3,000 and $4,000	6.1
F.	Between $4,000 and $5,000	3.4
G.	Between $5,000 and $6,000	1.0
H.	Between $6,000 and $7,000	.6
I.	As much as is necessary	33.4

Table 30: Local Questions - College Bound (continued)

3. Do you have some savings of your own which you expect to use toward college costs? If so, about how much?

A. None	21.0%
B. Less than $100	8.2
C. Between $100 and $200	9.4
D. Between $200 and $300	8.2
E. Between $300 and $400	7.1
F. Between $400 and $500	8.8
G. Between $500 and $750	8.3
H. Between $750 and $1,000	9.2
I. Between $1,000 and $1,250	6.6
J. More than $1,250	13.2

4. Do you expect to work this summer and save some of your earnings to be applied to your college expenses? If so, how much do you think you can save?

A. Less than $100	8.4%
B. Between $100 and $200	12.7
C. Between $200 and $300	17.9
D. Between $300 and $400	16.3
E. Between $400 and $500	15.5
F. More than $500	29.2

Table 30: Local Questions - College Bound (continued)

5. Do you expect to apply or have you already applied for an award under one or more of the following State student aid programs: State of Iowa Scholarship Program, Iowa Tuition Grant Program, Iowa Vocational-Technical Tuition Grant Program?

A. Yes	42.6%
B. No	41.5
C. Have received no information about these programs.	15.9

6. Do you expect to apply for the Basic Educational Opportunity Grant (a need-based Federal program) to help students pay expenses at almost any post-secondary school in the country?

A. Yes	33.3%
B. No	42.9
C. Have received no information about this program.	23.8

7. Do you expect to apply for financial assistance from the college or vocational school you plan to enter next fall?

A. Yes	49.6%
B. No	36.7
C. I have received no information about the possibilities of getting financial aid from the school or college I plan to attend.	13.7

Table 30: Local Questions - College Bound (continued)

8. Indicate the highest post-secondary education you hope to achieve.

A.	One year or less	10.1%
B.	Two years	19.0
C.	Three years	5.7
D.	Bachelor's Degree	39.7
E.	Master's Degree	17.0
F.	Doctor's Degree	8.5

9. Do you expect to live and work in Iowa after completing your education?

A.	Yes	31.4
B.	No	15.5
C.	Not sure	53.1

10. If you expect to leave Iowa and make your permanent home elsewhere, please indicate your major reasons.

A.	More opportunity for employment in my field	20.2
B.	Higher salaries elsewhere	6.9
C.	Better climate/geography	10.8
D.	Would like to see different parts of the USA/world	19.5
E.	Does not apply to me	42.6

degree and more than 25% of them anticipate doing graduate studies. When asked if they plan to live and work in Iowa after completing their education twice as many say they expect to stay in the State as plan to leave. More than half of the total, however, are not sure what their plans will be following graduation. Those planning to leave Iowa were asked to indicate their major reasons for doing so and their responses indicate a belief that there is greater opportunity in their chosen field outside of the State. Important to them also is a desire to see other parts of the United States and the world.

SUMMARY AND OBSERVATIONS

SUMMARY AND OBSERVATIONS

Approximately 60% of the 1975 Iowa high school seniors plan to enter some form of post-secondary education as the next step following graduation from high school. Three-fourths indicate that they will enter an Iowa institution and 70% of those staying in Iowa plan to enter a public institution.

More than one-third of those not planning to enter a post-secondary institution immediately following graduation indicate that they will continue their education either on a part-time or on a full-time basis within two years following graduation. Another 41% indicate that they are undecided about plans for future education.

Almost 90% of the college bound are studying an academic or general program in high school and almost 50% of those not planning to continue their education immediately following high school are enrolled in what might be classified as college preparatory programs.

The mean income of the families of students who plan post-secondary education is higher than that of the families of the non-college bound. It is interesting to note, however, that the mean income of the non-college bound families exceed $14,000 annually. Almost one-third of Iowa high school seniors who do not plan post-secondary education immediately following graduation rank in the top 40% of their class.

The above comments lead to the following observation: A VERY HIGH

PERCENTAGE OF THE 1975 IOWA HIGH SCHOOL SENIORS, WHO DO NOT PLAN COLLEGE IMMEDIATELY FOLLOWING GRADUATION, MAY IN THE NEXT YEAR OR TWO CONTINUE THEIR FORMAL EDUCATION ON A PART-TIME OR A FULL-TIME BASIS. THERE IS CONVINCING EVIDENCE THAT A GREAT MANY OF THESE STUDENTS ARE WELL PREPARED ACADEMICALLY AND ARE INTELLECTUALLY AND FINANCIALLY ABLE TO UNDERTAKE POST-SECONDARY EDUCATION.

The SPEC reveals that only about one-fifth of the non-college bound identify the occupation of their head of household as either "professional," "executive," or "manager." Almost three-fourths of the college-bound identify their household head in those categories. Almost 60% of the parents of the college-bound are reported as wanting their children to go to college right after high school graduation. Almost 60% of the parents of the non-college bound are reported to want their children to do what the children want to do insofar as post-secondary school planning is concerned.

The non-college bound rate themselves significantly lower on career related characteristics than do the college-bound. The Survey did not attempt to determine why students rate themselves as they do but that is an interesting question that deserves further study.

Given the above comments it might be observed that: PARENTS' OCCUPATION, THE EXTENT TO WHICH PARENTS ARE "DIRECTIVE" IN RELATION TO THEIR CHILDREN'S POST HIGH SCHOOL PLANS AND STUDENT SELF-PERCEPTIONS WITH RESPECT TO CAREER-RELATED CHARACTERISTICS SEEM TO BE AT LEAST AS RELIABLE PREDICTORS OF POST-HIGH SCHOOL PLANNING AS DO PROGRAM OF STUDY, ACADEMIC PERFORMANCE, AND FAMILY INCOME.

Education/training/career choices of the 1975 Iowa high school

seniors reveal great variety among both the college-bound and the non-college bound. When asked to look ahead five years almost 27% of the non-college bound indicate an expectation that they will be working in the "professional/executive/manager" categories. Almost 70% of the college-bound expect to be working in occupations so described. SPEC data, compared with that available from the Thomas Wolff study in 1969[1], indicates for the college-bound a significant trend away from education as a career choice and toward careers in the biological, physical, and social sciences.

An analysis of the career planning of the Class of 1975 seems to support this observation: IOWA HIGH SCHOOL SENIORS RESPOND POSITIVELY IN THEIR OCCUPATION/CAREER PLANNING TO INFORMATION THEY RECEIVE ABOUT EMPLOYMENT TRENDS AND OPPORTUNITIES. GIVEN RELIABLE DATA ABOUT PRESENT AND PROJECTED CAREER OPPORTUNITIES STUDENTS CAN BE EXPECTED TO MAKE INTELLIGENT EDUCATION/TRAINING/CAREER CHOICES.

A significantly high percentage of high school students in the Class of 1975 are not well informed about the State of Iowa student aid programs or the Federal Basic Educational Opportunity Grant Program. This is true of the college-bound as well as those who don't plan college immediately following high school graduation. The majority of those planning for college underestimate their first year college costs - some by as much as 50%. These findings suggest one final observation: IT WOULD SEEM APPROPRIATE FOR THE STAFF OF THE IOWA HIGHER EDUCATION FACILITIES COMMISSION IN COOPERATION WITH THE STUDENT FINANCIAL AID OFFICERS AT IOWA POST-SECONDARY INSTITUTIONS TO LAUNCH AN EXPANDED INFORMATIONAL PROGRAM FOR SCHOOLS, STUDENTS, AND THEIR PARENTS CONCERNING

1.) THE COSTS OF POST-SECONDARY EDUCATION, AND 2.) THE STATE, FEDERAL, AND INSTITUTIONAL FUNDING WHICH IS AVAILABLE TO STUDENTS TO HELP DEFRAY THOSE COSTS.

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1. A Profile of Iowa College and High School Students - A socioeconomic exploration of student career and educational goals, plans and trends. Thomas Wolff Associates, Des Moines, Iowa.

APPENDICES

APPENDIX A

SURVEY OF PLANS FOR EDUCATION AND CAREERS

PARTICIPATING IOWA HIGH SCHOOLS

Name of School	Location
Ackley Geneva High School	Ackley
Adair-Casey High School	Adair
John F. Kennedy High School	Cedar Rapids
Washington High School	Cherokee
Clarinda High School	Clarinda
Clarksville High School	Clarksville
Lewis Central High School	Council Bluffs
Creston High School	Creston
Thomas Roberts High School	Decorah
Lincoln High School	Des Moines
Roosevelt High School	Des Moines
Wahlert High School	Dubuque
Durant High School	Durant
Western Dubuque High School	Epworth
East Central High School	Miles
Morning Sun High School	Morning Sun
Moulton-Udell High School	Moulton
Muscatine High School	Muscatine

PARTICIPATING IOWA HIGH SCHOOLS

Name of School	Location
Oelwein High School	Oelwein
Orient-Macksburg High School	Orient
Osage High School	Osage
Oskaloosa High School	Oskaloosa
Radcliffe High School	Radcliffe
Ruthven High School	Ruthven
Sheldon High School	Sheldon
Heelan High School	Sioux City
Westwood High School	Sloan
Storm Lake High School	Storm Lake
South Tama County High School	Tama
Estherville High School	Estherville
Fort Dodge High School	Fort Dodge
Fremont High School	Fremont
Grinnell-Newburg High School	Grinnell
Grundy Center High School	Grundy Center
Hampton High School	Hampton
Keokuk High School	Keokuk
Van Buren High School	Keosauqua
Lake Mills High School	Lake Mills
Harris-Lake Park High School	Lake Park
La Porte City High School	La Porte

PARTICIPATING IOWA HIGH SCHOOLS

Name of School	Location
Kee High School	Lansing
Le Mars High School	Le Mars
Mar-Mac High School	McGregor
Marion High School	Marion
Tri-County High School	Thornburg
Washington High School	Vinton
Waverly-Shell Rock High School	Waverly
Dowling High School	West Des Moines
Winfield-Mount Union High School	Winfield

APPENDIX B

HIGHER EDUCATION FACILITIES COMMISSION
OF THE STATE OF IOWA

201 Jewett Building
Ninth and Grand
Des Moines, Iowa 50309

Area Code 515
Telephone 281-3501

November 1, 1974

(personalized letter to superintendents of high schools selected for participation in senior survey)

We would like to enlist your support for a statewide study our Commission is undertaking in cooperation with the College Entrance Examination Board.

The four major objectives of the project are:

(1) to determine the post high school plans of Iowa high school seniors (a similar HEFC survey of 1969 provides a basis for comparison of trends)

(2) to determine the collective need for financial assistance at the postsecondary level

(3) to inventory the financial aid resources currently available for Iowa students who need such assistance

(4) to establish the "dollar gap" between the aggregate need of the students and the existing financial aid resources

This information is needed by Iowa legislators and educators who have the responsibility of planning for the post high school education needs of our students.

Fifty demographically representative high schools are being invited to participate in the survey. Each school will be asked to administer the questionnaire to all senior students, insofar as possible. We anticipate receiving some 5,000 responses, which will comprise a sampling of ten percent of the high school seniors. The questionnaire, prepared by the College Entrance Examination Board and the HEFC staff, is easy to administer and can be completed in about 50 minutes. A copy is enclosed for your inspection. About ten questions of local interest will be added to this format in the final draft.

May we have your approval for the participation of the following high school(s) in your district:

Each participating school will receive a computer printout of the responses given by its own students. Each high school in the State will get a copy of the final report and analysis of the data. Of course, the responses given by a particular high school class will not be identified in the final report.

We plan to distribute the questionnaire to the schools in early January with February 10 as the date for return of the completed forms. All shipping expenses will be paid by our Commission.

We would appreciate your contacting us within the next week in regard to participation by the school(s) selected from your district. We will not approach the principal(s) of the schools until we have your approval. If you have any questions about this project, please don't hesitate to call me or Ms. Pat Conway, who will be coordinating the survey, at 515-281-3501.

Thank you very much for your consideration of this request.

Sincerely,

Willis Ann Wolff
Acting Executive Director

WAW/tjb

Enclosure

APPENDIX C

HIGHER EDUCATION FACILITIES COMMISSION
OF THE STATE OF IOWA

201 Jewett Building
Ninth and Grand
Des Moines, Iowa 50309

Area Code 515
Telephone 281-3501

November 15, 1974

(personalized letter to principals of high schools selected for participation in senior survey)

The Higher Education Facilities Commission is requesting your help in a projected study of the educational and career goals of Iowa high school seniors and their need for financial assistance to realize their goals.

This information is of major concern to the State Legislature and Iowa educators in planning for future programs and facilities. It also is essential for realistic projections of funds needed for State scholarships and grants.

The four major objectives of the project are:

(1) to determine the post high school plans of Iowa high school seniors (a similar HEFC survey of 1969 provides a basis for comparison of trends)

(2) to determine the collective need for financial assistance at the postsecondary level

(3) to inventory the financial aid resources currently available for Iowa students who need such assistance

(4) to establish the "dollar gap" between the aggregate need of the students and the existing financial aid resources

Our goal is to reach a statistically valid sampling of about ten percent of the 1974-75 seniors. Your school has been selected as one of fifty representative high schools across the State. Each participating high school will be asked to administer the questionnaire to all enrolled seniors. If it is not possible to get full participation of your senior class, we would ask that the questionnaire be administered in a class which has a high percentage of seniors enrolled.

The survey form, developed by the College Entrance Examination Board and the HEFC staff, can be completed easily within a 50-minute class period. A copy of the major portion of the questionnaire is enclosed, but approximately 10 questions of local interest will be added.

We plan to distribute the forms to the participating schools early in January with February 10 as the deadline for return of the completed questionnaires. Of course, all shipping costs will be paid by the Commission.

Each high school taking part in the survey will receive a computer printout of the responses given by its own students, as well as a copy of the full report and analysis. The responses given by a particular high school class will not be identified in the final report.

We have received the approval of your district superintendent for your school's participation in this project, and we hope that you will agree to work with the Commission in carrying out this important research.

We would appreciate hearing from you sometime within the next week, if at all possible. Please call me at 515-281-3501 if you have any questions.

Thank you very much for your time and consideration.

Sincerely,

Willis Ann Wolff
Acting Executive Director

WAW/tjb

Enclosure

APPENDIX D

HIGHER EDUCATION FACILITIES COMMISSION
OF THE STATE OF IOWA

301 Jewett Building
Ninth and Grand
Des Moines, Iowa 50309

Area Code 515
Telephone 281-3501

December 30, 1974

(personalized letter to persons administering Survey form at participating high schools)

We appreciate your willingness to participate in the Commission's survey of high school seniors' plans for education and careers. A supply of the enclosed survey form is on its way to you by Iowa parcel delivery. When your survey forms arrive, will you please make sure that you have received enough for all your senior students. If you need extra forms, please notify us and we will send them immediately.

Although an Administrator's Guide will accompany your survey forms, I would like to offer a few suggestions to make the job go more smoothly:

(1) Each administrator should read the Administrator's Guide in advance and follow the directions closely in explaining the form to the students. Be sure that everyone responsible for administering the survey is familiar with both parts of the questionnaire--the basic survey form and the local questions booklet. A good practice is for the administrator to complete the questionnaire himself, note the time required and look for any items which might need special explanation.

(2) Stress that the survey is being done to gather information needed for planning and improving postsecondary educational opportunities. Only the students who are seniors now can give us the information to help future classes. You might point out that every senior who fills out the questionnaire is representing ten other high school seniors (we are using a 10 percent demographic sample) and for this reason, has a special obligation to answer the questionnaire honestly and carefully.

(3) Some questions will be more difficult to answer than others. Ask your administrators to be sure to read the Administrator's Guide for suggestions on how to cope with these questions. A general rule is not to omit a question but, if at all possible, to try and pick the response that best fits what a person thinks or is likely to do.

(4) Please see that all your seniors complete the form. When all

the survey forms have been collected, then fill out a copy of the School Coding Form which is enclosed with this letter. This is the form which describes your high school and is an essential part of the survey information. The completed School Coding Form should be placed on top of your seniors' response forms and mailed C.O.D.--by February 1 or sooner if possible--to this address:

Iowa Higher Education Facilities Commission
201 Jewett Building
Ninth and Grand
Des Moines, Iowa 50309

IMPORTANT TO REMEMBER!

(a) DO NOT send the response forms in separate batches. Send them all in one package.

(b) A School Coding Form (completed and signed) must accompany your response forms or we cannot process the information.

(c) The deadline for mailing the completed response forms and the School Coding Form for your school is FEBRUARY 1, 1975.

If you have any questions, call either Ms. Pat Conway or me at 515-281-3857. We intend to analyze the results just as quickly as possible so that reports on your school and the State can be shared with you, hopefully before school is out in May. Again, many thanks for your help. With positive support from you and your colleagues in the 50 high schools selected for the survey, we feel the results are sure to give us a better understanding of the post-secondary needs of Iowa students.

Sincerely,

Willis Ann Wolff
Acting Executive Director

WAW/tjb

Enclosure

APPENDIX E

SS-D-74

SURVEY OF PLANS FOR EDUCATION AND CAREERS

SECONDARY SCHOOL FORM

STUDENT IDENTIFICATION SECTION

(Do not complete this section unless asked to do so.)

Please Print

(1) Name _____ _____
(Last Name) (First Name) (Middle Initial)

(2) Home Address _____
(No. & St. or Route No.) (City) (State) (Zip Code)

(3) County of Residence _____ (4) Name of High School _____

(5) It may be possible to send you some information about special educational programs and financial assistance programs that may be of particular interest to you. If you have given us your address above, and would like to receive this information, please mark "YES" below.

☐ Yes, send me the information. ☐ No

INTRODUCTION

Secondary schools and colleges are very much interested in learning more about what high school seniors will be doing after they leave the 12th grade. They need this information to build the educational, financial assistance and work programs you need and want.

One way you can help them is by simply telling us what your plans are for the years after high school. This survey form has been designed to gather that information. With your help we hope to make it more possible for students to become what they want to be.

You will notice several things about the form and the questions that are a little different:

1. Don't fill out the Student Identification Section above unless you are asked to do so by the person administering this questionnaire to you. In some studies, we don't need your name. In any case, your individual answers will always be treated confidentially and not released unless you indicate your approval.

2. Item 28 is a very important one. Depending on how you answer it, you will be directed to go to either Section B or Section C. If you are directed to Section B do not fill in Section C. If you are directed to Section C, do not fill in Section B.

   After you finish either Section B or Section C go to the Local Questions (Item 69) which are on the sheet inserted in this booklet. If there are no Local Questions, your survey administrator will tell you.

3. Items 69 to 79 cover what are called "Local Questions." These are questions which might be asked by a particular school, district, or agency. These "Local Questions" are contained on the single, separate sheet of paper inserted in your booklet. When you get to Item 69, answer the questions on this "Local Questions" sheet. Be sure and put the Set Number of the Local Questions in Box 69, as the instructions tell you.

4. Some of the questions will require the use of the Coding Lists. List A is a list of Occupational Titles and List B is a list of Education and Training Programs. List C, found on the back of the sheet containing the Local Questions, is a list of educational institutions in your area.

Complete the questionnaire as quickly as you can, and try to be as open and honest in your answers as you can. Your answers will be very helpful to both educational institutions and other students like yourselves. Thanks for your cooperation.

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INSTRUCTIONS

Instructions: Put the number of the response that you choose in the box on the Answer Form that corresponds to the number of the question you are answering. Note that some questions may call for a two or three digit response. The Box will provide a space for each digit. For example, look at the following sample question.

Sample Question

0. Marital Status

0 - Single
1 - Married
2 - Single, but plan to be married in one year

If you were married, you would put the number "1" in Box 0. Your answer sheet would look like this:

Answer	1
(Box No.)	0

If the answer for a question calls for more than one digit, the box will have the right number of spaces. Be sure you put each digit in its proper space. The box will look like this:

Sample:

Answer	
(Box No.)	44

Filled out properly, it might look like this:

Answer	0	1	6
(Box No.)	44		

In some cases, you will be asked to indicate the Set of questions you are answering. Suppose you are working on Local Questions - Set 2. You would mark your answer sheet this way:

Sample:

Local Questions Set No.	2
(Box No.)	69

You may omit any item you feel is too personal.

(Please detach along dotted lines and proceed to SECTION A)

FORM-SS-C-74

RESPONSE FORM

Section A

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28

Section B

29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46

Section C

47 48

49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68

Local Questions

Set No. 69 70 71 72 73 74 75 76 77 78 79

Be sure to put your answer in the correct Response box.

SECTION A

1. What is your sex? 0 - Male 1 - Female

2. How do you describe yourself?

0 - American Indian
1 - Black/Afro-American/Negro
2 - Caucasian White
3 - Chicano/Mexican-American
4 - Oriental/Asian-American
5 - Other Spanish-speaking American
6 - Other

3. On the average, how many hours per week do you work in a paid or unpaid job during the school year (September through May)?

0 - None
1 - Less than 5 hours
2 - 6 to 10 hours
3 - 11 to 15 hours
4 - 16 to 20 hours
5 - 21 to 25 hours
6 - 26 - 30 hours
7 - 31 to 40 hours
8 - More than 40 hours

4. From the list below, choose the program or course of study that comes closest to describing the one you are now in:

0 - Academic/College Prep
1 - General
2 - Business/Commercial
3 - Vocational/Technical
4 - Agriculture
5 - Other

Use the choices below to answer Questions 5 through 10:

0 - Mostly A's (90-100)
1 - Mostly B's (80-89)
2 - Mostly C's (70-79)
3 - Mostly D's (60-69)
4 - Mostly below D's (below 60)
5 - Did not take courses in this area

5. Since beginning the ninth grade, how would you describe your grade average in English?

6. Since beginning the ninth grade, how would you describe your grade average in Mathematics?

7. Since beginning the ninth grade, how would you describe your grade in Foreign Languages?

8. Since beginning the ninth grade, how would you describe your grade average in Biological Sciences?

9. Since beginning the ninth grade, how would you describe your grade average in the Physical Sciences?

10. Since beginning the ninth grade, how would you describe your grade in Social Studies?

11. Compared with other students in your high school class, how would you describe your achievement since beginning the ninth grade? I am in the

0 - Top/Highest Tenth of my class
1 - Second Tenth
2 - Second Fifth
3 - Middle Fifth
4 - Fourth Fifth
5 - Lowest Fifth

Top Fifth

For Questions 12 - 20, use the scale below to indicate how you would rate yourself in comparison with your classmates in the following school and career related characteristics.

1 - Extremely Good
2 - Above Average
3 - Average
4 - Below Average

12. Academic motivation: strong desire to succeed in school

13. Mechanical ability: working with tools, fixing things, making things

14. Artistic ability: drawing, sketching, dance, playing musical instrument

15. Clerical ability: keeping accurate and neat records, typing and filing

16. Creative writing: use words well and correctly, write stories and poetry

17. Scientific ability: doing lab experiments, understand and enjoy work of scientists

18. Math ability: working problems involving numbers

19. Working with others: getting along with others, good group team member

20. Working with others: organizing or leading groups of people, selling ideas

21. What is the approximate income this calendar year of your parents or legal guardian before taxes (include income from all sources)?

0 - Less than $5,999 a year
1 - Between $6,000-$8,999
2 - Between $9,000-$11,999
3 - Between $12,000-$14,999
4 - Between $15,000-$19,999
5 - Between $20,000-$24,999
6 - $25,000 and above

22. How many of your brothers and sisters are dependent upon your parents or legal guardian for financial support? [Put number in Box 22 on Answer Form.]

23. Next year how many of your brothers and sisters, who are still dependents, will be in college or similar educational programs? [Put number in Box 23.]

24. Which statement below best describes your family?

1. My father (male guardian) is employed full-time.
2. My mother (female guardian) is employed full-time.
3. My father is employed full-time; my mother part-time.
4. My mother is employed full-time; my father part-time.
5. Both my parents are employed full-time.
6. Neither of my parents is employed.

25. Most of my family's income comes from

1. Salaries or wages
2. Income from farm
3. Income from business

26. What is the occupation of the head of your household (could be father or mother or guardian - whoever is major source of support)? Look at List A - Occupational Titles Page 4 and find the title that most closely fits your head of household's occupation. Put the code number of that occupation in Box 26.

27. Indicate the statement that comes closest to describing the way your mother and father or guardian feel about what you should do after high school:

1. Go to college right away
2. Go into a vocational-technical (occupational) program right away
3. Get a job right away
4. They have no strong feelings
5. Want me to do what I want to do

28. Using the choices below, indicate how you feel about what you will do after you leave high school. Put the number of your choice in Box 28 on the Answer Form.

0 - Go to college for 4 years and then get a job
1 - Go to 2-year college and then a job
2 - Go to a public technical school or institute and then a job
3 - Go to a private business or trade school and then a job

If you picked one of these alternatives, next go to Section C on page 5 of the questionnaire. Do not answer the questions in Section B.

4 - Get married
5 - Get full-time job
6 - Get a job and get some education later
7 - Join the military
8 - Take some time off, then decide
9 - Don't know

If you picked one of these alternatives, next go to Section B on page 4 of the questionnaire. Do not answer the questions in Section C.

SECTION B

THIS SECTION IS ONLY FOR THOSE WHO ARE NOT PLANNING TO CONTINUE THEIR EDUCATION ON A FULL-TIME BASIS SOON AFTER GRADUATION. THAT IS, YOU ARE PLANNING PRIMARILY ON GETTING A JOB, GETTING MARRIED, JOINING THE MILITARY, ETC.

How much did each of the following influence your decision to go on to work right away? [Use one of the choices below to answer Questions 29 through 35.]

0 - This statement doesn't fit my situation at all.
1 - Fits my situation somewhat.
2 - Fits my situation very well.

29. I want to make money now.
30. Was not admitted to college I applied to.
31. Haven't yet decided what I really want to do.
32. My parents (guardian) do not have the money.
33. My grades are not good enough.
34. Knew I could continue my education anytime I wanted to.
35. Don't need anymore school to do what I want to do.

Look at List A - Occupational Titles. The list describes many career fields and gives each field a code number. Use the list to answer Question 36.

36. Put in Box 36 the code number of the type of work you are likely to be doing in the next year.
37. Put in Box 37 the code number of the type of work you would like to be doing five years from now.
38. Do you think you might continue your education later?

0- Yes, on a part-time basis right away
1 - Yes, one year from now, on part-time basis
2 - Yes, one year from now, on full-time basis
3 - Yes, two years from now, on part-time basis
4 - Yes, two years from now, on full-time basis
5 - Yes, more than two years from now
6 - No
7 - Undecided

What influenced you in picking the vocational/career field that you did? Answer questions 39 through 46 below using the following response alternatives:

0 - Was no importance at all
1 - Was of some importance in influencing me
2 - Was of great influence

[If you are not going on to work or haven't decided on a vocational/career field, put a "2" in Box 39 and leave the others blank.]

39. I haven't decided on a career.
40. The location of the work
41. The money
42. The skills I could use on the job
43. The people I could work with
44. Opportunity to live kind of life I want outside of the job
45. Job has good reputation
46. Lots of jobs are open in the field

NOW THAT YOU HAVE COMPLETED SECTION B, ANSWER THE LOCAL QUESTIONS NUMBERED 69 THROUGH 79.

(You may omit any item that you feel is too personal.)

LIST A - OCCUPATIONAL TITLES

401 Professional - general, not listed below
402 Clergyman
403 College Professor
404 Dentist
405 Medical Doctor
406 Lawyer
407 Scientist
408 Veterinarian
409 Pharmacist
410 Advertising/Public Relations
411 Accountant
412 Agriculturist/Forester
413 Artist
414 Engineer
415 Nurse - Registered
416 Teacher/Educational Administration
417 Social Worker
418 Actor/Actress

420 Executive - general
Such as owner/manager of large business or high level government agency

430 Manager - general
Such as owner, manager, partner of small business; contractor

440 Farmer, Farm Manager

450 Clerical - general, not listed below
451 Bookkeeper
452 Cashier/Checker
453 Clerk
454 Key Punch Operator
455 Secretary/Typist

460 Sales - general, not listed below
461 Salesman/Saleswoman
462 Insurance Agent
463 Real Estate

470 Skilled Worker/Craftsman - general, not listed below
471 Automobile Mechanic - Repair
472 Carpenter
473 Dressmaker/Seamstress
474 Electrician
475 Electronics-Radio/TV Repair
476 Machinist
477 Photographer
478 Plumber

480 Technical - general, not listed below
481 Draftsman
482 Medical/Dental Technician
483 Computer Programmer

490 Military - general, not listed below
491 Career Officer
492 Career Enlisted Person

500 Protective Service - general, not listed below
501 Policeman
502 Fireman

510 Personal Service - general, not listed below
511 Barber
512 Beautician
513 Food Service
514 Nurse - Practical
515 Maid
516 Waiter/Waitress

520 Homemaker or Housewife

530 Operative - general, not listed below
531 Assembler
532 Machine Operator
533 Truck/Bus Driver
534 Gas Station Attendant
535 Production Worker

540 Laborer - general
Such as construction worker; farm laborer; car washer, etc.

(You may omit any item that you feel is too personal.)

SECTION C

THIS SECTION IS ONLY FOR THOSE WHO ARE PLANNING TO CONTINUE THEIR EDUCATION ON A FULL-TIME BASIS AFTER GRADUATION.

Look at List A - Occupational Titles (Page 4). The list describes many career fields and gives each field a code number. Use the list to answer question 47.

47. Put in Box 47 the code number of the type of work you would like to be doing five years from now.

Look at List B - Education/Training Programs (See page 6). Use the code numbers of the fields in answering the following question:

48. Put the code number of the educational program that is your first choice for more education in Box 48.

Look at List C - Educational Institutions (See back of local question sheet). Use the code numbers of each institution or type of institution in answering the following questions.

49. Put the code number of the institution that is your first choice to attend in Box 49.

50. Put the code number of the institution that is your second choice to attend in Box 50.

51. Put the code number of the institution that you are most likely to attend in Box 51.

How important is each of the following factors in your selecting the postsecondary institution you are most likely to attend? Use the response alternatives below to answer the following questions.

0 - Is not important
1 - Is somewhat important
2 - Is very important

52. Close to home

53. Low cost

54. Has advanced placement/credit by examination program

55. Has good reputation in my field of interest

56. Believe I could get financial aid there

57. Parents like it

58. Friends like it

59. Advice of counselor/teacher

60. Believe I could get admitted there

61. Good social life

62. How much do you think your first year of college will cost? Don't consider any financial aid you may get. What will the total price be? Count everything - tuition, fees, room and board, books, travel, etc.

0 - Less than $500
1 - $500-$999
2 - $1,000-$1,499
3 - $1,500-$1,999
4 - $2,000-$2,499
5 - $2,500-$2,999
6 - $3,000-$3,499
7 - $3,500-$3,999
8 - $4,000-$4,499
9 - More than $4,500

63. How much do you plan to work during your first year of college/school?

0 - Don't plan to work
1 - Under 10 hours a week
2 - 10-14 hours a week
3 - 15-19 hours a week
4 - 20-24 hours a week
5 - 25-29 hours a week
6 - 30-34 hours a week
7 - 35-39 hours a week
8 - 40 hours or more

Do you plan to apply for advanced placement, course credit by examination, or course exemption in college in any of the following fields:

64. English 0 - Yes 1 - No

65. Mathematics 0 - Yes 1 - No

66. Foreign Language 0 - Yes 1 - No

67. Sciences 0 - Yes 1 - No

68. History 0 - Yes 1 - No

NOW THAT YOU HAVE COMPLETED SECTION C, ANSWER THE LOCAL QUESTIONS NUMBERED 69 THROUGH 79.

(You may omit any item that you feel is too personal.)

Bachelor's Degree
(4 Years of College or More)

001 Agriculture/Forestry
002 Architecture
003 Art
004 Biological and Life Sciences
005 Business and Marketing
006 Computer & Information Science
007 Communications (Radio & TV)
008 Education
009 Engineering
010 English/Literature
011 Ethnic Studies (Black, Mexican-American, etc.)
012 Foreign Languages
013 History
014 Home Economics
015 Journalism
016 Mathematics
017 Music
018 Nursing - 4-yr. degree program
019 Pre-Law
020 Pre-Med/Pre-Dentistry
021 Pharmacy
022 Philosophy/Religion
023 Physical Education
024 Physical Sciences (chemistry, physics, etc.)
025 Psychology
026 Social Sciences
027 Theatre/Drama
028 Veterinary
029 Other
040 Undecided

Programs Usually Requiring
Less than 4 Years of College

100 Agriculture - general not listed below
101 Agri-business
102 Agricultural-Equipment Technician
103 Floriculture/Horticulture
104 Landscaping

110 Art - general, not listed below
111 Commercial Art
112 Graphic Arts Technician

120 Business-general, not listed below
121 Accounting & Bookkeeping
122 Clerical Technician
123 Management
124 Sales Distribution
125 Secretarial

130 Computer/Data Processing general, not listed below
131 Computer Technology
132 Electronic Data Processing Technician
133 Key Punch Operator

140 Construction-general, not listed below
141 Building Construction Technician
142 Plumbing and Pipefitting

150 Electronic/Electrical-general, not listed below
151 Electrical Construction/Wiring
152 Electrical Technology
153 Electronics Technology
154 Radio/TV Repair

160 Engineering-general, not listed below
161 Architectural Drafting
162 Civil Engineering Technology-Surveying
163 Drafting/Machine Design
164 Industrial Engineering Technology
165 Tool Design Technician

170 Food Service-general, not listed below
171 Chef Manager/Food Service Supervisor
172 Food Administration
173 Institutional Food Preparation
174 Waiter/Waitress Service Training

180 Health-general, not listed below
181 Dental Assistant
182 Inhalation Therapy
183 Practical Nurse-Licensed
184 Medical Assistant
185 Nursing-registered
186 X Ray Technician
187 Orthopedic Assistant

190 Technical-general, not listed below
191 Aeronautical Maintenance/Repair
192 Air Conditioning, Heating, Refrigeration
193 Appliance Repair
194 Automotive Maintenance/Repair
195 Chemical Technology
196 Diesel Technology
197 Machine Repair
198 Machine Tool Repair
199 Marine Technology
200 Mechanical Technology
201 Metallurgical Technician
202 Production Machinist
203 Welding Technician

210 Apprenticeship-Working and Training with Craftsmen in the Field-general, not listed below
211 Carpentry
212 Electrician
213 Metal Working
214 Plumber
215 Printing
216 Other Trade

220 Other
221 Building Maintenance/Custodian
222 Clothing and Textiles
223 Cosmetology
224 Fire Science Technology
225 Hotel/Motel/Club Management
226 Interior Decorating
227 Photography
228 Police Science/Technology
229 Printing Technology
230 Veterinary Technologist
231 Other Curriculum or Program

240 Undecided - but probably less than 4 year program

APPENDIX F

HIGHER EDUCATION FACILITIES COMMISSION
OF THE STATE OF IOWA

201 Jewett Building
Ninth and Grand
Des Moines, Iowa 50309

Area Code 515
Telephone 281-3501

LOCAL QUESTIONS BOOKLET

This booklet contains the local questions which are of special interest to Iowa.

On the back of this booklet is LIST C – EDUCATIONAL INSTITUTIONS. You will need this list to answer questions 49, 50 and 51 in the basic survey.

INSTRUCTIONS FOR LOCAL QUESTIONS

There are two sets of questions in this booklet. They are divided into sections that match the sections of the basic survey form which you have just completed.

If you answered SECTION B of the basic survey you will need to do only SECTION B of the local questions. These will be questions that apply specifically to students who are <u>not</u> planning to continue their education on a full-time basis soon after graduation.

If you answered SECTION C of the basic survey you will need to do only SECTION C of the local questions. These will be questions that apply specifically to those students who are planning to continue their education on a full-time basis after graduation.

SECTION B

These questions are to be answered only by persons who completed SECTION B of the basic survey. That is, you should answer these questions if you are <u>not</u> planning to continue your education on a full-time basis soon after graduation; that is, you are planning primarily on getting a job, getting married, joining the military, etc.

69. You are now working on Local Questions – Set 1. Put the number "1" in Box 69 on your response form.

70. How frequently do you read a daily newspaper or weekly news magazine?

1 - Regularly
2 - Often
3 - Occasionally
4 - Not very often
5 - Almost never

71. How many books do you read during a year aside from textbooks?

1 - None
2 - One or two
3 - Between three and six
4 - More than 6

72. About how many hours do you spend watching television each day?

1 - One hour or less
2 - Two or three hours
3 - Four to six hours
4 - We don't have a television set

73. To what extent do you agree with this statement – A person is likely to earn more money later on in life if he or she gets some education beyond high school?

1 - Agree strongly
2 - Agree slightly
3 - Not sure
4 - Disagree slightly
5 - Disagree strongly

74. To what extent do you agree with this statement – More satisfying and interesting jobs are available to people who continue their education beyond high school?

1 - Agree strongly
2 - Agree slightly
3 - Not sure
4 - Disagree slightly
5 - Disagree strongly

75. Do you feel that your own opportunities are limited? If so, of the foliowing, which do you think is most likely to keep you from achieving your goals in life?

1 - Lack of ability
2 - Lack of money
3 - Discrimination as to race or sex
4 - Family matters
5 - My own health
6 - I do not feel my opportunities are limited

76. Are you aware that your State has three programs (State of Iowa Scholarships, Iowa Tuition Grants, and Iowa Vocational-Technical Tuition Grants) to help qualified Iowa students meet their expenses at Iowa post-secondary institutions?

1 - Yes
2 - No

77. Have you ever heard of the Basic Educational Opportunity Grant (a Federal program to help needy students pay college expenses)?

1 - Yes
2 - No

78. Is it your opinion that only exceptionally good students can qualify for financial assistance to meet college costs?

1 - Yes
2 - No
3 - Depends on the college
4 - Don't know for sure

79. Do you believe that a student must be below average financially to qualify for financial assistance to pay his or her college expenses?

1 - Yes
2 - No
3 - Depends on the college
4 - Don't know for sure

YOU HAVE NOW COMPLETED THE SURVEY. Turn in your Response Form and Survey Booklet as you have been instructed by the survey administrator.

SECTION C

These questions are to be answered only by persons who completed SECTION C of the basic survey. That is, you should answer these questions only if you are planning to continue your education on a full-time basis after graduation. DO NOT ANSWER the SECTION B – Local Questions.

9. You are now working on Local Questions – Set 2. Put the number "2" in Box 69 on your response form.

0. How much financial help do you expect to receive from your parents for your first year of college or vocational school?

0 - None
1 - Room and board at home
2 - Less than $500
3 - Between $500 and $1,000
4 - Between $1,000 and $1,500
5 - Between $1,500 and $2,000
6 - Between $2,000 and $2,500
7 - Between $2,500 and $3,000
8 - As much as necessary to pay my expenses

1. How much would you be willing to borrow over a four-year period, if necessary, to complete your education?

0 - I would not borrow, even if I had to drop out of school
1 - Not more than $1,000
2 - Between $1,000 and $2,000
3 - Between $2,000 and $3,000
4 - Between $3,000 and $4,000
5 - Between $4,000 and $5,000
6 - Between $5,000 and $6,000
7 - Between $6,000 and $7,000
8 - As much as necessary

2. Do you have some savings of your own which you expect to use toward college costs? If so, about how much?

0 - None
1 - Less than $100
2 - Between $100 and $200
3 - Between $200 and $300
4 - Between $300 and $400
5 - Between $400 and $500
6 - Between $500 and $750
7 - Between $750 and $1,000
8 - Between $1,000 and $1,250
9 - More than $1,250

3. Do you expect to work this summer and save some of your earnings to be applied to your college expenses? If so, about how much do you think you can save?

0 - Less than $100
1 - Between $100 and $200
2 - Between $200 and $300
3 - Between $300 and $400
4 - Between $400 and $500
5 - More than $500

4. Do you expect to apply, or have you already applied for an award under one or more of the following State student aid programs: State of Iowa Scholarship Program, Iowa Tuition Grant Program, Iowa Vocational-Technical Tuition Grant Program?

1 - Yes
2 - No
3 - I have received no information about these programs

75. Do you expect to apply for the Basic Educational Opportunity Grant (a need-based Federal program) to help students pay expenses at almost any post-secondary school in the country?

1 - Yes
2 - No
3 - I have received no information about this program

76. Do you expect to apply for financial assistance from the college or vocational school you plan to enter next year?

1 - Yes
2 - No
3 - I have received no information about the possibilities of getting financial aid from the school or college I plan to attend

77. Indicate the highest level of post-secondary education you hope to achieve.

1 - One year or less
2 - Two years
3 - Three years
4 - Bachelor's Degree
5 - Master's Degree
6 - Doctor's Degree

78. Do you expect to live and work in Iowa after completing your education?

1 - Yes
2 - No
3 - Not sure

79. If you expect to leave Iowa and make your permanent home elsewhere, please indicate your major reason.

1 - More opportunity for employment in my field
2 - Higher salaries in another location
3 - Better climate/geography
4 - Would like to see different parts of the U.S.A./world
5 - Does not apply to me

YOU HAVE NOW COMPLETED THE SURVEY. Turn in your Response Form and Survey Booklets as you have been instructed by the survey administrator.

LIST C – EDUCATIONAL INSTITUTIONS

To help you find the post-secondary institution you wish to attend, you will find the listing below grouped in the following manner:

In GROUP A are the code numbers and the names of the IOWA PUBLIC AND PRIVATE COLLEGES AND THE PUBLIC VOCATIONAL SCHOOLS.

In GROUP B are the code numbers and locations of PRIVATE BUSINESS/VOCATIONAL SCHOOLS.

In GROUP C are the names, descriptions, and code numbers of possible OUT-OF-STATE COLLEGES. You will also find a code to use if you are not sure of what institution you will attend.

To answer Questions 49, 50 and 51 on the basic survey, put the code number of the college or school you wish to select in the proper box on the Response Form.

GROUP A

Iowa Public 4-Year

001 Iowa State University
002 University of Iowa
003 University of Northern Iowa

Iowa Private 4-Year

100 Aquinas Institute
101 Briar Cliff College
102 Buena Vista College
103 Central College
104 Clarke College
105 Coe College
106 Cornell College
107 Divine World College
108 Dordt College
109 Drake University
110 Faith Baptist Bible College
111 Graceland College
112 Grinnell College
113 Iowa Wesleyan College
114 Loras College
115 Luther College
116 Maharishi International Univ.
117 Marycrest College
118 Morningside College
119 Mount Mercy College
120 Northwestern College
121 St. Ambrose College
122 Simpson College
123 University of Dubuque
124 Upper Iowa College
125 Vennard College
126 Wartburg Theological Seminary
127 Wartburg College
128 Westmar College
129 William Penn College

Area Community Colleges and Vocational Schools

500 Northeast Iowa Area Vocational School–Calmar
300 North Iowa Area Community College–Mason City
301 Iowa Lakes Community College–Estherville
302 Iowa Lakes Community College–Emmetsburg
501 Northwest Iowa Vocational School–Sheldon
303 Iowa Central Community College–Eagle Grove
304 Iowa Central Community College–Fort Dodge
305 Iowa Central Community College–Webster City
306 Iowa Valley Community College–Marshalltown
307 Ellsworth Community College–Iowa Falls
502 Hawkeye Institute of Technology–Waterloo
308 Eastern Iowa Community College–Davenport
309 Eastern Iowa Community College–Clinton
310 Eastern Iowa Community College–Muscatine
311 Kirkwood Community College–Cedar Rapids
312 Des Moines Area Community College–Ankeny
313 Des Moines Area Community College–Boone
503 Western Iowa Tech – Sioux City
314 Iowa Western Community College–Clarinda
315 Iowa Western Community College–Council Bluffs
316 Southwestern Community College–Creston
317 Indian Hills Community College–Ottumwa
318 Indian Hills Community College–Centerville
319 Southeastern Community College–Burlington
320 Southeastern Community College–Keokuk

Iowa Private 2-Year

426 Grand View College
427 Mount Saint Clare College
428 Ottumwa Heights College
429 Palmer Junior College
430 Sioux Empire College
431 Waldorf College

GROUP B

Private Business/Vocational Schools

600 In this state
676 Outside this state

GROUP C

Institutions in Neighboring States

076 Illinois – 4-year public
251 Illinois – 4-year private
400 Illinois – 2-year public
476 Illinois – 2-year private

077 Minnesota – 4-year public
252 Minnesota – 4-year private
401 Minnesota – 2-year public
477 Minnesota – 2-year private

078 Missouri – 4-year public
253 Missouri – 4-year private
402 Missouri – 2-year public
478 Missouri – 2-year private

079 Nebraska – 4-year public
254 Nebraska – 4-year private
403 Nebraska – 2-year public
479 Nebraska – 2-year private

080 South Dakota – 4-year public
255 South Dakota – 4-year private
404 South Dakota – 2-year public
480 South Dakota – 2-year private

081 Wisconsin – 4-year public
256 Wisconsin – 4-year private
405 Wisconsin – 2-year public
481 Wisconsin – 2-year private

Other Out-of-State Institutions

082 4-year public
257 4-year private
406 2-year public
482 2-year private
800 Other

826 NOT SURE/UNDECIDED

APPENDIX G

CODES:
School_____
Region_____
Other_____
(Leave blank - for staff use only)

Note: This Form is to be completed and returned with your Response Forms to:

Mrs. Willis Ann Wolff
Acting Executive Director
Higher Education Facilities Communication
201 Jewett Building
Ninth and Grand
Des Moines, Iowa 50309

SECONDARY SCHOOL CODING FORM
(To be completed by official of secondary school)

1. High School Name: _____

2. High School Address: _____
Street

_____ _____ _____
City State Zip

3. Name/Title of Person Completing this Form: _____
First Initial Last

_____
Title

_____
Office Phone Number

4. School Location:

☐ Center of large city ☐ Small town
☐ Large city ☐ Rural
☐ Suburban

5. What is size of high school senior class?

☐ Fewer than 100 ☐ 500-749
☐ 100-249 ☐ 750 or more
☐ 250-499

6. Approximate percentage of seniors who go on for some form of postsecondary training soon after graduation:

☐ Below 25% ☐ 76% to 85%
☐ 26% to 50% ☐ 86% to 95%
☐ 51% to 75% ☐ Over 96%

7. About how many guidance counselors work full-time with the senior class?

☐ Less than 1/4 person ☐ 2 persons
☐ 1/4 of a person ☐ 3 persons
☐ 1/2 of a person ☐ 4 persons
☐ 3/4 of a person ☐ 5 persons or more
☐ 1 person

8. What percentage of the senior class is

☐ White ☐ Black ☐ Other

APPENDIX H

INSTRUCTIONS FOR ADMINISTRATORS
OF THE
SURVEY OF PLANS FOR EDUCATION AND CAREERS - IOWA

General

The Survey of Plans for Education and Careers (SPEC) is designed to gather information concerning what students plan to do after they leave high school. In order to gather as much specific information as possible in a short time, and not ask students to respond to questions that are not appropriate for them, a "branching" approach is used. While this makes the survey a bit more complicated than some questionnaires, field studies have shown that if it is carefully administered, and if you, the administrator, are familiar with the form and follow instructions carefully, it can be administered with little difficulty and with great savings of time and money.

STEP 1 - You should take a copy of the SPEC and go through it carefully just as if you were a student. In other words, become familiar with every question, particularly the branching questions, such as Question #28. Also, be sure and note where the various lists are located, and note what questions require their use. For example:

Question #26 will require the use of LIST A - Occupational Titles which is on Page 4.
Question #36 will require the use of LIST A
Question #37 will require the use of LIST A
Question #47 will require the use of LIST A

Question #48 will require the use of LIST B - Education and Training Programs which is on Page 6.

Questions #49, #50, and #51 will require the use of LIST C - Educational Institutions which will be found on the back of the booklet of local questions.

STEP 2 - Now you should be familiar with the branching approach used in SPEC. As you have seen, all students will complete Section A of the basic survey. Depending upon how they answer Question #28, some students will go, "branch", to Section B and some will go to Section C. After the students complete B or C, they then go to the Local Questions Booklet and answer the questions in the proper section. This should be easy, since students who completed Section B of the basic survey will complete Section B of the local questions. Similarly, students who completed Section C of the basic survey will complete Section C of the local questions.

If the order in which students will move through the SPEC is not clear, review the instructions again and follow carefully the instructions associated with Question #28, and those accompanying the Iowa Local Questions Booklet.

To as great an extent as possible, the lists are located near the questions that call for their use. Be sure you know where the lists are located and how the booklet may be folded to make use of the lists easier.

Now that you are familiar with the SPEC form and the Local Questions Booklet you are ready to administer the SPEC to students.

Specific

STEP 1 - Distribute one copy of SPEC and one copy of the Local Questions Booklet to each student in the group.

STEP 2 - Tell the students why the survey is being conducted and encourage their participation. A statement such as the following might be used:

"The State of Iowa is carrying out several studies that are designed to help various State agencies plan and operate programs that are intended to help students as they go from high school into work or as they seek more education. The survey from that you have been given is one part of one of these studies. This survey is particularly important since it gives you, the students, an opportunity to tell us what your plans are for the future. No one else can give us this information as accurately and as fully as yourself. With your help we can learn a great deal about what students want to do and are planning on doing, and this information can be invaluable in helping us better meet the needs of future careers."

STEP 3 - Describe the SPEC form to the students. The best approach is to hold up a copy of SPEC, and go through it briefly, page by page, explaining its parts and pointing out the appropriate sections. You might use the following statements as examples:

(1) On Page 1 you will find the Student Identification Section and the Introduction. In Iowa we are not asking for your name and address, so you will <u>not</u> fill out the Student Identification Section. Leave the Student Identification Section blank, we will not need your name and address.

(2) (Open to Page 2) On Page 2 you will find instructions for using the Response Form. The instructions tell you how to put your answers to the questions in the survey in the proper boxes on the Response Form (point to Response Form).

(3) You will begin the survey by answering the questions in Section A. All students will complete this section. When you get to Question #28, pay particular attention to the directions which accompany this question. Depending on how you answer Question #28, some of you will be directed to go to Section B and others will be directed to Section C.

(4) Section B is found on Page 4. This section is to be completed only by those who are not planning to continue their education soon after graduation. You will notice that at the bottom of Page 4 is List A - Occupational Titles. You will use this list to answer some of the questions in Sections A, B and C.

as they finish, so that you can check the forms to see that instructions were followed. You will want to check to see that:

1. A student answered either Section B or Section C of the SPEC form, but did not answer both.

2. If a student answered Section B of the basic survey he answered Section B of the local questions. Similarly, if the student answered Section C of the basic survey he answered Section C of the local questions.

3. The Response Form was used properly.

Collect the Response Forms separately. These will be collected in one group for your school and returned by your school coordinator. The used SPEC forms and Local Questions Booklets may be destroyed.

Answering Questions

Most questions arise when the students do not read the question carefully. Read the question with them, but try not to influence their choice of response.

Question #28 will cause some students difficulty simply because there are so many ways in which students move on after high school. In helping students with this question the key issued are (1) major emphasis and (2) immediacy. If a student's major interest seems to be going on for education, even though he is also planning on work, then he should use alternative 0, 1, 2 or 3. On the other hand, if the student's major interest seems to be on work, but with some education as a possibility later, then one of the other alternatives would be more appropriate.

The lists pose some minor problems, usually because we cannot list all of the things one would like to do or could do. If a student cannot find in the list an exact description of what he is seeking, then have him put down the code number of the general category in which that field might be found. For example, a student is interested in an occupation that sounds as though it would be in the Skilled Worker/Craftsman category, but it is not in List A. You should advise the student to put down the Code Number 470 since that covers the general category in which the selected occupation probably belongs.

Question #21, the income question, can also be a troublesome one. Not uncommonly, students do not know this in detail. Nevertheless, studies have shown that they tend generally to select the appropriate income level. This is an important question in the survey, so it is best to encourage students to respond rather than to omit the item. Usually the best approach is to say, "Pick the alternative which sounds about right." Sometimes, if you know, you can be helpful by suggesting what certain groups of occupations might have as annual incomes.

(5) Section C is found on Page 5. This section is only to be completed by those students planning to continue their education after graduation.

(6) List B - Education and Training Programs is found on Page 6. You will use this list to answer some of the questions in Section C. If you fold your booklet out when you get to that point, it will be easier to use. (Show)

(7) Some of the questions in Section C ask you about educational institutions which interest you. You will find a list of educational institutions, List C, on the back of the Local Questions Booklet. (Show)

(8) After you have completed the basic survey questions, then answer the appropriate questions in the Local Questions Booklet. You will notice that the local questions are divided into two groups corresponding to the B and C sections of the basic survey. You are to answer only the questions in the section that apply to you. In other words, if you answered Section B in the basic survey you will answer only Section B questions in the Local Questions Booklet. Similarly, if you answered Section C in the basic survey, you will answer only Section C questions in the Local Questions Booklet.

STEP 4 - Point out the following:

In this study we are trying to learn as much as we can about your plans. That is why we are using lists of occupations and educational opportunities. But it is impossible to develop lists that cover all of the things people want to do. If you cannot find the exact description of the work or education you want in the list, put down the code number of the general category in which it would seem to fall. If you have a question on using the lists, be sure and ask it.

STEP 5 - Start the survey.

Have the students read carefully the Introduction and the instructions on Pages 1 and 2.

Then instruct them to TEAR OFF the Response Form at the bottom of Page 2 and begin the survey. Ask them to complete it as quickly as possible.

Collecting Materials

When the students have finished the survey, have them turn in their Response Forms and the survey forms and booklets. It is a good idea to have them do this

APPENDIX I

HIGHER EDUCATION FACILITIES COMMISSION
OF THE STATE OF IOWA

201 Jewett Building
Ninth and Grand
Des Moines, Iowa 50309

Area Code 515
Telephone 281-3501

(personalized "thank-you" letter to participating high schools)

We have received your students' responses to the High School Senior Survey of Plans for Education and Careers.

Thank you so much for your school's participation in this study. We hope to have some interesting results to report to you before school ends in May.

Sincerely,

Willis Ann Wolff
Acting Executive Director

WAW/bj